LEGISLATIVE LIBRARY OF BRITISH COLUMBIA
3 3298 00230 5093

Ministry of Advanced Education, Training and Technology

Annual Report, 1997/98

BRITISH COLUMBIA

Ministry of Advanced Education, Training and Technology

LEGISLATIVE LIBRARY
VICTORIA, BC V8V 1X4

BC
A1343
B
1997/98
c.3

Canadian Cataloguing in Publication Data
British Columbia. Ministry of Advanced Education, Training and Technology
[Annual report (19980]
Annual report. — 1997/1998 –

Annual.
Report year ends Mar. 31.
Continues in part: Ministry of Education, Skills and Training. Annual report ISSN 1480–2376.
ISSN 1488–6863 = Annual report – British Columbia. Ministry of Advanced Education, Training and Technology (1998)

1. British Columbia. Ministry of Advanced Education, Training and Technology – Periodicals. 2. Postsecondary education – British Columbia – Periodicals. 3. Technical education – British Columbia – Periodicals. 4. Postsecondary education – Government policy – British Columbia – Periodicals. I. Title

L22.B7B74 353.8'8'097105 C99–960324–8

100-05624/

To The Honourable Garde Gardom
Lieutenant Governor of the Province of British Columbia

May It Please Your Honour

We have the honour to present the Annual Report for the Ministry of Advanced Education, Training and Technology for the fiscal year ended March 31, 1998.

Andrew Petter
Minister of Advanced Education, Training and Technology

Paul Ramsey
Minister of Education

Table of Contents

Message from the Minister 1

British Columbia Post-secondary Education and Training System – Key Facts 3

Introduction 5

Organization of the Report 5

Ministry Responsibilities 6

Moving to St. Ann's Academy 6

B.C.'s Learning and Work Environment 6

Investing in B.C.'s Future 7

Ministry Support for the B.C. Education, Training and Employability System 8

Charting a New Course Steers Direction of B.C.'s College System 8

Access to Learning, Skills and Employment 9

Access to New Post-secondary Student Spaces 9

New Post-secondary Facilities Opened 9

Colleges and Institutes 10

Universities 10

Maintaining Affordable Education 10

University Colleges Increase Access to Degree Programs 11

Access to Post-secondary for Aboriginal Learners 11

Enrolment Grows at Institute for Indigenous Government 11

Access to Financial Resources 12

Connecting Prior Learning Experience 12

Prior Learning Recognition from the International Credential Evaluation Service 12

Youth have Their Say on College and Institute Boards 13

Access to Skills Training and Employment – Youth Works and Welfare to Work 13

Youth Works 13

Youth Works/Welfare to Work Program Design 13

Welfare to Work 14

Cost-shared Program Enhances Adult Literacy 14

New Agreement on Labour Market Development in B.C. 14

New Employment Opportunities for Youth – Student Summer Works 14

Services for Persons with Disabilities 15

Office for Disability Issues Addresses Disability Concerns 16

Supporting Education and Work Transitions and Adjustment 17
Implementing Recommendations of the "Moving On ..." Report 17
Enrolments at Colleges and Institutes in B.C. 18
Enrolments at Universities in B.C. 18
Completion Rates for Students Enrolling in College and Institute Courses 19
Credentials Issued by B.C. University Colleges, Colleges and Institutes 19
Degrees Conferred by British Columbia Universities 20
Adult Basic Education and Transitions to Further Education and Work 20
BCCAT Supports Post-secondary Articulation and Transfer Processes 20
Transitions from Income Assistance to Further Training or Employment 21
BC Benefits Panel Tracks Ministry Clients 21
Institution Based Training Helps Youth Works/Welfare to Work Clients Transfer to Post-secondary Training 21
Industry Training and Adjustment Programs 21
Industrial Adjustment Services 22
Industrial Training and Apprenticeship Commission Formed 22
Community Skill Centres Support Labour Market Transitions 22
Canada/B.C. Labour Market Information Strategic Initiative Supports Education, Training and Employment Planning and Decision Making 23

Providing Relevant Programs and Services 25
Degree and Non-degree Programs Respond to Economic and Social Needs 25
Post-secondary Student Outcomes – Colleges and Institutes 26
Post-secondary Student Outcomes – Universities 26
Post-secondary Student Outcomes – Private Training Institutes 26
Combining Education and Work – Co-op Education 27
University Research Contributes to Economic and Employment Growth 27
Reducing Reliance on Income Support 28
Workplace Based Training Program 28
Partnering Employability Programs with Other Governments 29
Forum of Labour Market Ministers Focuses on More Efficient Labour Markets 29
Industry Training and Adjustment Programs Results in 1997/98 30
Program for Older Worker Adjustment (POWA) 30
Forest Worker Employment and Training 30
Employment Transition Services 30
Industrial Adjustment Services 30

Quality, Satisfaction and Accountability 31
Student Perception of Education 31
MAETT and the Council of Ministers of Education, Canada (CMEC) 31
Skills Development Programs Clients 31
Small Business Training Partnership 32
Workplace Based Training Program 32
Labour Market Development Agreement Programs 32
New Client Tracking System for BC Benefits 32
Public Perceptions of Post-secondary Education 32

Looking Forward **33**
Ministry Priorities in 1998/99 33

Appendices **35**
Appendix 1: Glossary 35
Appendix 2: Program Tables 44
Description of Skills Development Division Programs 44
Appendix 3: Financial Tables 45

Message from the Minister

It is my pleasure to present the Ministry of Advanced Education, Training and Technology's Annual Report for 1997/98.

The Ministry of Advanced Education, Training and Technology was created in early 1998 through a division of the former Ministry of Education, Skills and Training. Two separate ministries were created: the Ministry of Education, representing kindergarten to Grade 12, and MAETT, with responsibility for post-secondary education and training.

Over the last year, the ministry has made great strides toward its goals of improving post-secondary education and skills training in our province as well as increasing access to education and training. The steps we are taking, particularly around access, are critical as we shift to a knowledge-based economy in the 21st century - when an advanced education will become a basic requirement for all of our citizens.

In this past year, the ministry has achieved the objectives it set for increasing access, for delivering post-secondary education and skills development programs, and for expanding Industry Training and Apprenticeship Commission programs.

During 1997-98, 2,900 new fully funded student spaces were created in our colleges, universities and institutes, adding to the 7,000 new spaces created in 1996/97 and keeping on track to meet the goal to create 20,000 new spaces by 2001.

Tuition fees were frozen again this year. And we improved our Student Financial Assistance program, increasing the budget by 4.6 per cent and providing to students approximately $49 million in grants and over $133 million in loans.

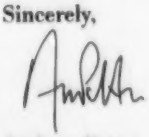
The ministry is also playing a major role in the success of B.C. Benefits - reducing the income assistance caseload and dependence on government assistance. We are helping ever-greater numbers of people succeed with the transition from welfare to work by providing job search, employability and skills training to youth and adults receiving income assistance.

Approximately 81,000 income assistance recipients participated in job search and job readiness programs, including workplace-based training programs. Our Student Summer Works program, which is part of our Guarantee for Youth, helped nearly 3,300 students obtain work so that they could earn money to continue their education.

And through the Office for Disability Issues, the ministry has taken steps to ensure those living with a disability have access to good education, and the skills and training that will lead to meaningful employment.

I am proud of this year's accomplishments, and would like to thank and acknowledge the vital contribution of our education and training partners. The strong working relationships we enjoy have allowed us to meet our objectives of providing an education system that meets the needs of all British Columbians now and into the future.

Sincerely,



Andrew Petter

British Columbia Post-secondary Education and Training System – Key Facts

Demographics

- Just over 3.9 million people, or 13.3 per cent of Canada's population, resided in B.C. in 1997/98. Since 1987, B.C.'s population has been growing at an annual average rate of 2.6 per cent – twice the national average (1.3%).
- Net international and inter-provincial migration to B.C. totalled just over 47,000 persons in 1997/98 (compared to 63,800 persons in 1996/97). Over four-fifths of that total was accounted for by international migration to B.C.
- The youth population (aged 15 to 24) stood at just over half a million in 1997. While the numbers of youth as a percentage of the overall population have declined over the last twenty years, their actual numbers have been increasing in the 1990s.

The Labour Force

- In June, 1997, the B.C. labour force (persons working or looking for work) topped two million for the first time. Average employment levels were up by 32,000 in 1997 over 1996, and the unemployment rate declined to its lowest level (8.7%) since 1990.
- As of December, 1997, just over 153,000 persons aged 19-64 (6.3%) were receiving basic income assistance in B.C., down from 7.3 per cent in December, 1996. Ninety-seven thousand persons aged 19-64 (3.9 per cent of persons aged 19-64) were receiving employment insurance benefits, down from 4.2 per cent the year before.
- Women have continued to increase their participation rates in the labour force in recent years. Fifty-eight per cent of women aged 15 years and older were in the labour force in 1997, compared to 47 per cent in 1987.
- Self- employment was a major contributor to employment growth in B.C. in 1997. Twenty per cent of British Columbians were self-employed in 1997, compared to 15 per cent in 1989.
- Employment in B.C.'s service sector increased by 2.2 per cent in 1997, while it remained unchanged in the goods sector. Over three quarters of British Columbians now work in the service sector in B.C.
- Employment in B.C.'s high tech sector grew by 7.3 per cent in 1997. Since 1990, employment in this sector has been growing at an annual average rate of 7.5 per cent, compared to 1.7 per cent for overall employment.

Education and Training

- Over 37,000 students graduated from B.C.'s high schools with Dogwood diplomas in 1997. Another 700 adult students earned Adult Dogwood diplomas. (A Dogwood diploma is a certificate granted to a student who meets high school graduation requirements.)
- In 1997, 62 per cent of British Columbians had attended or had graduated from a post-secondary education institution, compared to 41 per cent of British Columbians in 1987.

- Seventy-two thousand students were enrolled in British Columbia's six universities in 1997/98, a 2.2 per cent increase over enrolments in 1996/97.
- Just over 80,000 persons were enrolled in post-secondary academic, career and technical programs at B.C.'s colleges, university colleges, institutes and the Open Learning Agency.
- Over 41,000 students were recipients of B.C. student loans in 1997/98, and close to 16,000 students received B.C. grants, to help finance their post-secondary education. These represent 11.4 per cent and 5.6 per cent increases respectively over 1996/97.
- In 1997/98, 81,000 clients on income assistance participated in job search, preparation or training programs, nearly 3,300 students were placed in summer jobs, over 9,500 clients with disabilities received services and industrial adjustment services agreements affecting 34,000 workers were signed.

Introduction

The purpose of this annual report is to provide an accounting to the legislature and the people of British Columbia for the performance of B.C.'s publicly funded post-secondary education and skills development systems. The report provides a description of post-secondary and skills development programs in the province, and an account of the performance of the students and clients of those programs. Where possible, student and client outcomes are reviewed against the intended results of those same programs.

The 1997/98 annual report is the first report from the new Ministry of Advanced Education, Training and Technology, which was formed in February 1998, at the same time as the Ministry of Education, from the previous Ministry of Education, Skills and Training. Although separate, both ministries (together with the Ministry of Labour) continue to share administrative services, including finance, materiel, human resources and information services.

Organization of the Report

The report will focus on activities, outcomes and achievements of the Ministry of Advanced Education, Training and Technology in four key areas which reflect the common goals of both sectors of the advanced education and employability and training system in British Columbia. These areas are:

- access;
- transitions;
- relevance; and
- satisfaction.

The ministry is committed to providing *access* to affordable post-secondary education, and to employability, training and labour market adjustment programs and services which meet the needs of British Columbians. This report describes these new and ongoing programs and services and related access initiatives.

Access to these programs and services enables British Columbians to make the many learning and work *transitions* required by today's fast-moving economy and labour market. This report details the types and numbers of transitions associated with particular programs and services.

Successful transitions and positive outcomes and results through ministry programs and services reflect their *relevance* and effectiveness to British Columbians. This report details performance and success in this regard.

Through the legislature, the ministry is ultimately accountable for the delivery of programs and services to the public which it serves. In using the term *satisfaction*, this report references the ministry's efforts to provide an adequate accounting of its activities to that public, and the degree to which that public, including ministry clients, is satisfied that ministry programs and services respond to their needs.

M121

IMPORTANT NOTE CONCERNING THE FOLLOWING PAGES

THE PAGES WHICH FOLLOW HAVE BEEN FILMED TWICE IN ORDER TO OBTAIN THE BEST REPRODUCTIVE QUALITY

USERS SHOULD CONSULT ALL THE PAGES REPRODUCED ON THE FICHE IN ORDER TO OBTAIN A COMPLETE READING OF THE TEXT.

REMARQUE IMPORTANTE CONCERNANT LES PAGES QUI SUIVENT

LES PAGES SUIVANTES ONT ÉTÉ REPRODUITES EN DOUBLE AFIN D'AMÉLIORER LA QUALITÉ DE REPRODUCTION

LES UTILISATEURS DOIVENT CONSULTER TOUTES LES PAGES REPRODUITES SUR LA FICHE AFIN D'OBTENIR LA LECTURE DU TEXTE INTÉGRAL

micromedia
a division of IHS Canada

20 Victoria Street
Toronto, Ontario M5C 2N8
Tel.: (416) 362-5211
Toll Free: 1-800-387-2689
Fax: (416) 362-6161
Email: info@micromedia.on.ca

Ministry Responsibilities

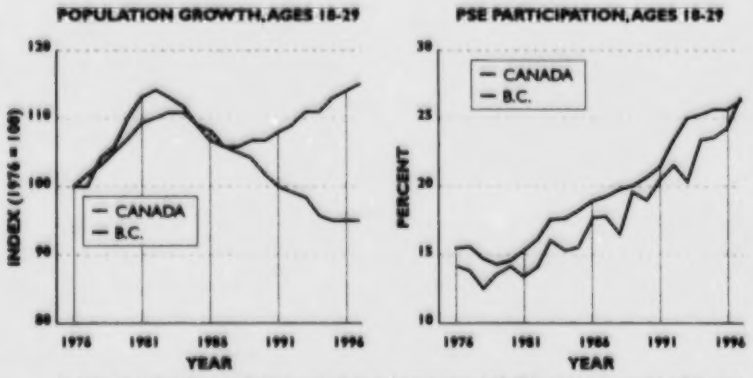
The mission of the ministry is to provide leadership and support for an advanced education and training system that provides all British Columbians with opportunities to develop the skills and knowledge they need to live productive and fulfilling lives, and to contribute to the changing economic, social and cultural life of our province.

In order to address this mission, the Ministry of Advanced Education, Training and Technology has responsibility for the province's publicly funded post-secondary institutions, for a broad range of employability and training programs (including apprenticeship), for addressing issues facing persons with disabilities and for the province's technology strategy.

Moving to St. Ann's Academy

In the fall of 1997, the Ministry of Education, Skills and Training moved into St. Ann's Academy, enabling ministry staff who had previously been housed in several locations to come together under one roof. Designated as a national historic site, St. Ann's Academy is now owned by the Provincial Capital Commission and is dedicated to the preservation and presentation of the history of those who worked and lived at the academy. St. Ann's was well known as a private Catholic girls school that was operated by the Sisters of St. Ann from 1871 to 1973. It also served as a business school, a boys' primary school, a convent to train future Sisters of St. Ann and the location of Victoria's original Roman Catholic Cathedral.

Population Growth and Post-secondary Education Participation, Persons Aged 18 to 29, in B.C. and Canada, 1976 to 1997



In contrast to Canada as a whole, the population of persons aged 18-29 has been increasing in B.C. since the mid-1980s. Post-secondary participation rates for this same group have continued to increase since the mid-1970s.

Source: MAETT and Statistics Canada

B.C.'s Learning and Work Environment

British Columbia's population has grown at nearly twice the rate of other Canadian provinces during the 1990s. This increase has been driven mainly by strong net in-migration. As well, and also in contrast to the Canada average, the number of persons aged 18 to 29 is expected to increase dramatically over the next twenty years. Together with the continued increase in provincial post-secondary education participation rates, these factors will continue to place strong demands on the B.C. post-secondary learning system in both the short and the longer term.

In June 1997, the B.C. labour force (persons working or looking for work) topped two million for the first time. For 1997 overall, average employment levels were up by 32,000 over 1996, and the unemployment rate declined to its lowest level (8.7%) since 1990 – despite a significant downturn in B.C. employment levels later in the year. Starting in January 1998, employment levels resumed their upward movement, more than offsetting their late 1997 decline.

Ministry Responsibilities

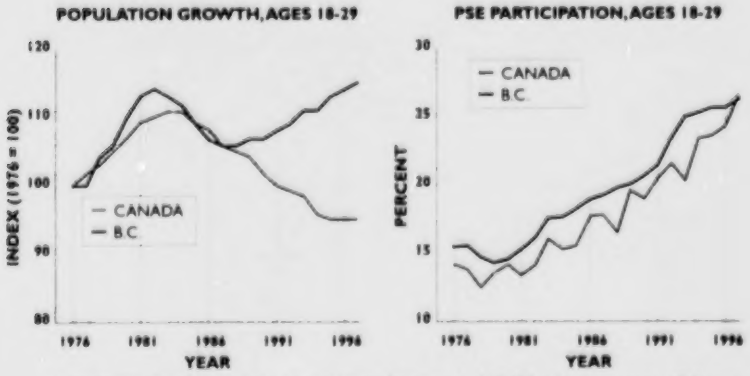
The mission of the ministry is to provide leadership and support for an advanced education and training system that provides all British Columbians with opportunities to develop the skills and knowledge they need to live productive and fulfilling lives, and to contribute to the changing economic, social and cultural life of our province.

In order to address this mission, the Ministry of Advanced Education, Training and Technology has responsibility for the province's publicly funded post-secondary institutions, for a broad range of employability and training programs (including apprenticeship), for addressing issues facing persons with disabilities and for the province's technology strategy.

Moving to St. Ann's Academy

In the fall of 1997, the Ministry of Education, Skills and Training moved into St. Ann's Academy, enabling ministry staff who had previously been housed in several locations to come together under one roof. Designated as a national historic site, St. Ann's Academy is now owned by the Provincial Capital Commission and is dedicated to the preservation and presentation of the history of those who worked and lived at the academy. St. Ann's was well known as a private Catholic girls school that was operated by the Sisters of St. Ann from 1871 to 1973. It also served as a business school, a boys' primary school, a convent to train future Sisters of St. Ann and the location of Victoria's original Roman Catholic Cathedral.

Population Growth and Post-secondary Education Participation, Persons Aged 18 to 29, in B.C. and Canada, 1976 to 1997



In contrast to Canada as a whole, the population of persons aged 18-29 has been increasing in B.C. since the mid-1980s. Post-secondary participation rates for this same group have continued to increase since the mid-1970s.

Source: MAETT and Statistics Canada

B.C.'s Learning and Work Environment

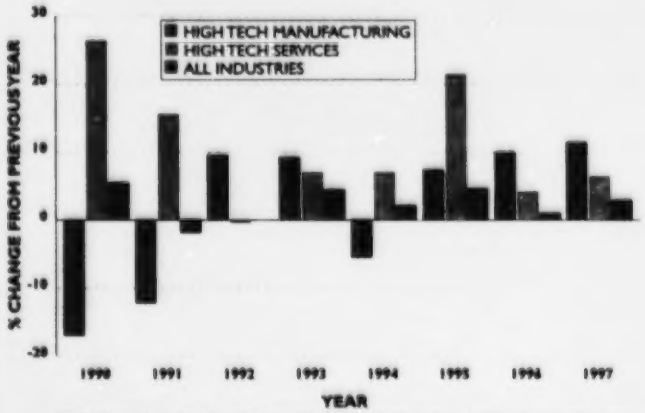
British Columbia's population has grown at nearly twice the rate of other Canadian provinces during the 1990s. This increase has been driven mainly by strong net in-migration. As well, and also in contrast to the Canada average, the number of persons aged 18 to 29 is expected to increase dramatically over the next twenty years. Together with the continued increase in provincial post-secondary education participation rates, these factors will continue to place strong demands on the B.C. post-secondary learning system in both the short and the longer term.

In June 1997, the B.C. labour force (persons working or looking for work) topped two million for the first time. For 1997 overall, average employment levels were up by 32,000 over 1996, and the unemployment rate declined to its lowest level (8.7%) since 1990 – despite a significant downturn in B.C. employment levels later in the year. Starting in January 1998, employment levels resumed their upward movement, more than offsetting their late 1997 decline.

Major components of employment growth in B.C. in 1997 included self-employment (up by 11.6 per cent over 1997) and service sector employment, which increased by 2.2 per cent over 1997, compared to no change in the goods sector. Employment in the service sector now accounts for three quarters of all employment in B.C.

Of growing importance to B.C. is the high technology sector, which has consistently outpaced growth in the economy as a whole throughout the 1990s. In 1997, the high tech sector contributed over $3 billion to the economy (up 10.8 per cent over 1996), or 3.1 per cent of total economic output – compared to less than two per cent of economic output just ten years previously. Since 1990, employment in the high tech sector has been growing at an annual average rate of 7.5 per cent, compared to 1.7 per cent for all employment in the province.

B.C. Employment Growth in the High Tech Sector, 1990 to 1997: Percentage Change from Previous Year



Notwithstanding the loss of jobs in the 1990s in high tech manufacturing, employment growth in both the high tech manufacturing and the high tech services sectors has far outpaced overall employment growth in British Columbia since 1990.

Source: MAETT

Investing in B.C.'s Future

In 1997/98, the Post Secondary Education Division of the ministry increased the operating grants for universities, colleges and institutes by about $11 million over 1996/97 levels despite further reductions in federal transfers to the provinces through Canada Health and Social Transfer payments. To further the goal of increasing access to post-secondary education, 2,900 more spaces were created for students in public colleges, institutes and universities, building on the 7,000 new spaces that were created in 1996/97.

Legislation for the Technical University of British Columbia (Tech BC) was proclaimed in December, 1997. The university's focus is to provide education in applied technology fields and to provide students with the insight and skills needed to succeed in a knowledge-driven economy. The 1997/98 operating budget of $2.8 million was used to plan curriculum, recruit staff, explore strategic partnerships with business and establish course offerings for 1998.

Under the Youth Works/Welfare to Work programs of the Skills Development Division, over 80,000 clients were provided with services to support their efforts to move off income assistance and into further training or employment.

Industry Training and Adjustment services were also successful in directly serving more than 34,000 people, and Vocational Rehabilitation Services served more than 3,700 people during the year.

The ministry renewed its commitment to youth in B.C. by building on the successes of the first year of the Summer Student Works Program and creating 3,292 jobs for students during the period May 1, 1997 to September 1, 1997.

In addition, Canada and British Columbia entered into a Labour Market Development Agreement (LMDA) on April 25, 1997. The agreement provides for shared responsibility for the employment benefits and support measures that are available under Part II of the federal *Employment Insurance Act*. The LMDA is a co-managed framework that commits both partners to collaborating on the critical task of assisting people not currently in the labour market to move into productive and self-sufficient activities.

Ministry Support for the B.C. Education, Training and Employability System

The B.C. public post-secondary system comprises 28 institutions including universities, university colleges, colleges, institutes, Aboriginal institutes and the Open Learning Agency. A 1997/98 budget of over $1 billion in operating costs was allocated to the system. Just under 140,000 funded full-time equivalent student spaces were provided in the system, serving a total population of almost 200,000 students.

The Skills Development Division (SDD) addressed the ministry's mandate to help government and communities determine and respond to priorities that enable British Columbians to adapt to a continuously changing labour market. Operating funds totalling $30.1 million were utilized for management and program support for the planning and delivery of programs including Youth Works/Welfare to Work programs, Vocational Rehabilitation Services, Industry Training and Adjustment programs and Youth programs, as well as Labour Market Development Agreement co-management. These programs are delivered in 60 locations throughout the province.

Charting a New Course Steers Direction of B.C.'s College System

Charting a New Course, a strategic plan for the future of B.C.'s college, institute and agency system, was released in September, 1996. The plan was developed by the Ministry of Education, Skills and Training in collaboration with a provincial steering committee composed of institution presidents, board members, government representatives and representatives from faculty unions and students.

Charting a New Course lays out an agenda for the future direction of the college, institute and agency system by clearly defining system goals, objectives, operational strategies and new mandates necessary to achieve desired outcomes. The plan articulates and recommends co-ordinated system-wide approaches to complement the strengths and diversity of individual institutions and to promote high quality outcome-based program delivery.

Charting a New Course identifies the following four goals which provide a framework to guide the system and a reference against which to judge the plan's and the Ministry's success.

- Relevance and Quality – to provide British Columbians with post-secondary education and training to improve the quality of life and citizenship experienced in the province, and to enhance current and future job opportunities.
- Access – to improve the availability of educational opportunities for the increasing number of British Columbians who seek post-secondary education and training.
- Affordability – to allocate resources to the college, institute and agency system in a manner which focuses the system on achieving the goals of relevance and quality, access and accountability, and on achieving these goals at costs that are within the provincial fiscal framework and are affordable to students; and
- Accountability – to enable the college, institute and agency system to measure performance as a basis for continual improvements and report on overall effectiveness and efficiency.

The ministry, in consultation with the colleges, institutes and agencies, has begun implementing the plan. Accomplishments in 1997/98 include completion of an Aboriginal policy framework, a review of the Community Skills Centres mandate, the amalgamation of a number of separate agencies and initiatives into the Centre for Curriculum, Transfer and Technology (C2T2), establishment of the Centre for Education Information Standards and Services (CEISS), and creation of the Standing Committee on Student Financial Aid. In the fall of 1997, a forum on post-secondary education and training in British Columbia was held, to review current educational issues and provide input on future directions.

C2T2 supports the development of a more flexible learner-centred system in five major areas: curriculum development, educational technology, learning outcomes-based approach to teaching and assessment, prior learning assessment and access to post-secondary institutions. CEISS provides support to the college, institute and agency system by ensuring the co-ordination and comparability of administrative data throughout the system, and by maintaining and consolidating selected education and training data.

Access to Learning, Skills and Employment

Globalization of production and markets, an increasingly competitive international marketplace and the introduction of new technology are forcing industrial restructuring – including new technology, new work organizations and new skills needs. Demographic and social changes are impacting the make-up of the labour force, the face of the work place and the need for new types and levels of services.

The growing knowledge component of many jobs in the new economy presents many opportunities and rewards for highly skilled, highly qualified 'knowledge workers' to add value in the production of goods and services. However, there are considerable downside risks for workers without sufficient skills and experience to qualify them for the 'good' jobs which are being produced by the new economy. Those workers with the least investment in their own education and skills are most at risk.

In this environment, the linkages between skills, training and education and the economy and labour market are becoming more interdependent and crucial to individuals, businesses and government, and access to appropriate employability, training and education services of government takes on a new importance and urgency.

Access to New Post-secondary Student Spaces

In 1997/98, in order to keep pace with the province's rapidly growing population and make good on government's commitment to provide a space for every qualified student, student spaces at post-secondary institutions were increased by two per cent, or 2,900 new student spaces.

New Post-secondary Facilities Opened

New facilities were opened at two post-secondary institutions in B.C. during the year. At the University College of the Cariboo a Trades and Technology Centre was completed, and at the University College of the Fraser Valley a new multi-purpose facility was opened. The building is accessible to people with disabilities and offers a state-of-the-art information system.

Funding was also approved for the following major construction projects:

- Completion of a shared facility for the David Thompson secondary school and the College of the Rockies. Sharing the facility is viewed as a cost-effective approach to improving access and affordability to the post-secondary education system.
- Retrofitting C Block of the Kamloops campus of the University College of the Cariboo.
- Construction of a child care addition for Langara College, and the completion of a child care facility at the Castlegar campus of Selkirk College.
- Construction of a new facility at the Hazelton campus of Northwest Community College.
- Renovations to make the campus at Royal Roads University more suitable for post-secondary education.

Expenditures on capital projects totalled $71.7 million for the year. The university expenditure level was $30.8 million while the colleges' and institutes' was $40.9 million.

Ministry Support for the B.C. Education, Training and Employability System

The B.C. public post-secondary system comprises 28 institutions including universities, university colleges, colleges, institutes, Aboriginal institutes and the Open Learning Agency. A 1997/98 budget of over $1 billion in operating costs was allocated to the system. Just under 140,000 funded full-time equivalent student spaces were provided in the system, serving a total population of almost 200,000 students.

The Skills Development Division (SDD) addressed the ministry's mandate to help government and communities determine and respond to priorities that enable British Columbians to adapt to a continuously changing labour market. Operating funds totalling $30.1 million were utilized for management and program support for the planning and delivery of programs including Youth Works/Welfare to Work programs, Vocational Rehabilitation Services, Industry Training and Adjustment programs and Youth programs, as well as Labour Market Development Agreement co-management. These programs are delivered in 60 locations throughout the province.

Charting a New Course Steers Direction of B.C.'s College System

Charting a New Course, a strategic plan for the future of B.C.'s college, institute and agency system, was released in September, 1996. The plan was developed by the Ministry of Education, Skills and Training in collaboration with a provincial steering committee composed of institution presidents, board members, government representatives and representatives from faculty unions and students.

Charting a New Course lays out an agenda for the future direction of the college, institute and agency system by clearly defining system goals, objectives, operational strategies and new mandates necessary to achieve desired outcomes. The plan articulates and recommends co-ordinated system-wide approaches to complement the strengths and diversity of individual institutions and to promote high quality outcome-based program delivery.

Charting a New Course identifies the following four goals which provide a framework to guide the system and a reference against which to judge the plan's and the Ministry's success.

- Relevance and Quality – to provide British Columbians with post-secondary education and training to improve the quality of life and citizenship experienced in the province, and to enhance current and future job opportunities;
- Access – to improve the availability of educational opportunities for the increasing number of British Columbians who seek post-secondary education and training;
- Affordability – to allocate resources to the college, institute and agency system in a manner which focuses the system on achieving the goals of relevance and quality, access and accountability, and on achieving these goals at costs that are within the provincial fiscal framework and are affordable to students; and
- Accountability – to enable the college, institute and agency system to measure performance as a basis for continual improvements and report on overall effectiveness and efficiency.

The ministry, in consultation with the colleges, institutes and agencies, has begun implementing the plan. Accomplishments in 1997/98 include completion of an Aboriginal policy framework, a review of the Community Skills Centres mandate, the amalgamation of a number of separate agencies and initiatives into the Centre for Curriculum, Transfer and Technology (C2T2), establishment of the Centre for Education Information Standards and Services (CEISS), and creation of the Standing Committee on Student Financial Aid. In the fall of 1997, a forum on post-secondary education and training in British Columbia was held, to review current educational issues and provide input on future directions.

CCTT supports the development of a more flexible learning-centred system in five major areas: curriculum development, educational technology, learning outcomes-based approach to teaching and assessment, prior learning assessment and secondary to post-secondary transitions. CEISS provides support to the college, institute and agency system by ensuring the co-ordination and comparability of administrative data throughout the system, and by maintaining and consolidating selected education and training data.

Access to Learning, Skills and Employment

Globalization of production and markets, an increasingly competitive international marketplace and the introduction of new technology are forcing industrial restructuring – including new technology, new work organizations and new skills needs. Demographic and social changes are impacting the make-up of the labour force, the face of the work place and the need for new types and levels of services.

The growing knowledge component of many jobs in the new economy presents many opportunities and rewards for highly skilled, highly qualified 'knowledge workers' to add value in the production of goods and services. However, there are considerable downside risks for workers without sufficient skills and experience to qualify them for the 'good' jobs which are being produced by the new economy. Those workers with the least investment in their own education and skills are most at risk.

In this environment, the linkages between skills, training and education and the economy and labour market are becoming more interdependent and crucial to individuals, businesses and government, and access to appropriate employability, training and education services of government takes on a new importance and urgency.

Access to New Post-secondary Student Spaces

In 1997/98, in order to keep pace with the province's rapidly growing population and make good on government's commitment to provide a space for every qualified student, student spaces at post-secondary institutions were increased by two per cent, or 2,900 new student spaces.

New Post-secondary Facilities Opened

New facilities were opened at two post-secondary institutions in B.C. during the year. At the University College of the Cariboo a Trades and Technology Centre was completed, and at the University College of the Fraser Valley a new multi-purpose facility was opened. The building is accessible to people with disabilities and offers a state-of-the-art information system.

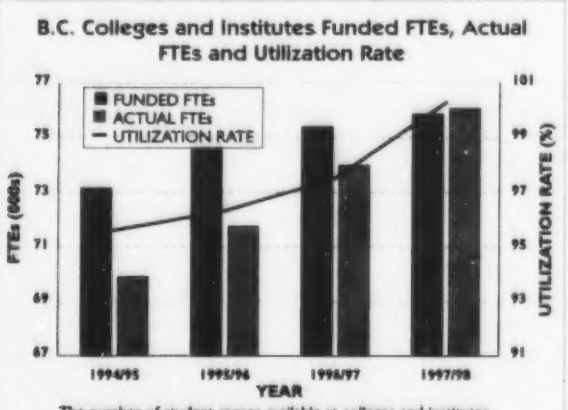
Funding was also approved for the following major construction projects:

- Completion of a shared facility for the David Thompson secondary school and the College of the Rockies. Sharing the facility is viewed as a cost-effective approach to improving access and affordability to the post-secondary education system.
- Planning and design for expansion to Kwantlen University College at the Surrey campus.
- Retrofitting C Block of the Kamloops campus of the University College of the Cariboo.
- Construction of a child care addition for Langara College, and the completion of a child care facility at the Castlegar campus of Selkirk College.
- Construction of a new facility at the Hazelton campus of Northwest Community College.
- Renovations to make the campus at Royal Roads University more suitable for post-secondary education.

Expenditures on capital projects totalled $71.7 million for the year. The university expenditure level was $30.8 million while the colleges' and institutes' was $40.9 million.

Colleges and Institutes

Every year, the colleges and institutes provide audited enrolment reports to the ministry. Student spaces are measured in full-time equivalent spaces, or FTEs. The institutions report the number of ministry-funded FTEs against the number of FTEs they actually delivered (actual FTEs). The utilization rate is derived by dividing actual FTEs by funded FTEs as a measure of educational activity. The chart below illustrates the FTE increases from 1994/95 to 1997/98 for colleges and institutes.

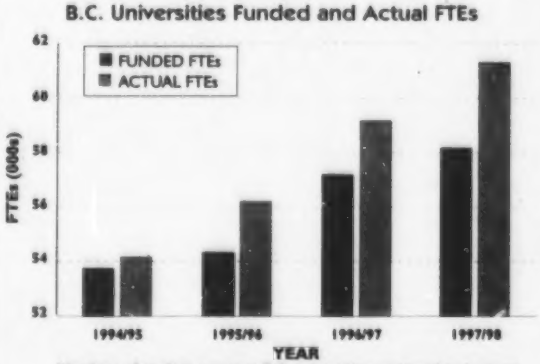


The number of student spaces available at colleges and institutes and their utilization have both increased over the last four years.

Source: MAETT, History of FTEs

Universities

The universities also provide audited enrolment reports. The number of funded and actual FTEs for the universities also increased over the same period, as shown in the chart below.

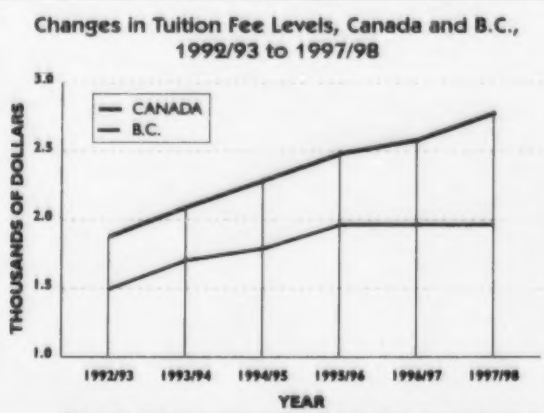


Numbers of student spaces at B.C. universities continued to increase between 1994/95 and 1997/98.

Source: MAETT

Maintaining Affordable Education

B.C. students continued to benefit from the provincial government's freeze on tuition fees at all public post-secondary institutions in the province for the 1997/98 academic year. Undergraduate students at B.C.'s institutions paid an average of $1,970 (for two semesters of full-time study in Arts and Sciences) compared to the Canadian average of $2,850.



Tuition fee levels for post-secondary educaton have remained frozen in British Columbia while continuing to rise in the rest of Canada.

Source: MAETT

University Colleges Increase Access to Degree Programs

There are five university colleges in British Columbia:

- University College of the Cariboo;
- Okanagan University College;
- Malaspina University-College;
- University College of the Fraser Valley; and
- Kwantlen University College.

The university colleges were created to increase access to degree programs in provincial centres outside the Lower Mainland and Victoria. Over the past decade, university colleges have developed as comprehensive institutions dedicated to teaching excellence and offering a full range of degree, diploma and certificate programs to students. In 1997/98, 1,149 degrees were conferred at university colleges.

Access to Post-secondary for Aboriginal Learners

The Ministry of Advanced Education, Training and Technology (MAETT) began implementing its Aboriginal policy framework in May, 1997. Its purpose is to increase the participation and success rates of Aboriginal people in post-secondary education and training. As part of the implementation, MAETT provided $3.8 million in support of Aboriginal programs at the post-secondary level in the 1997/98 fiscal year. The ministry supported the following deliverables as part of the implementation of the policy framework:

- new programs to provide Aboriginal people with the occupational competencies and skills for the labour market, including provision for ABE and other community-based development and delivery systems and implementation of a broad base of programs to improve Aboriginal enrolment and retention rates;
- direct support for 21 First Nations co-ordinators in public institutions in the province; and
- encouragement for the development of Aboriginal Advisory Committees, which the ministry hopes will take place in all institutions; and
- continuing financial support for bridging, distance delivery and other enhanced ABE Aboriginal programs.

College performance for Aboriginal learners has been documented in the *B.C. College and Institute Student Outcomes Survey Report*. The survey was conducted in the spring of 1997, for students active in the 1995/96 student year. Similar data are not available for universities.

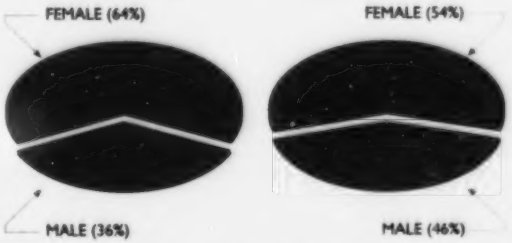
The college and institute report found that Aboriginal learners face greater learning challenges than (but receive benefits from post-secondary education similar to) those faced by non-Aboriginal learners.

The proportion of surveyed former students that were female was 64 per cent among Aboriginal students and 54 per cent among non-Aboriginal students. Three times as many Aboriginal students received adult basic education (22% v. 7%) as did the surveyed non-Aboriginal student population. Finally, the median age of Aboriginal former students (29.9) was much higher than that of non-Aboriginal students (25.5).

Enrolment Grows at Institute for Indigenous Government

The Institute for Indigenous Government (IIG) was designated a public post-secondary institution in May 1995. IIG offers learner-centred education and skills training programs dedicated to capacity-building and empowerment for Indigenous self-determination and self-government. IIG began offering courses to 11 students in September 1995. Enrolment has grown to 135 students for 1997/98 and is expected to continue growing.

Male/Female College and Institute Participation Rates, Aboriginal and Non-Aboriginal Students



Source: *B.C. College and Institute Student Outcomes Report.*

University Colleges Increase Access to Degree Programs

There are five university colleges in British Columbia:

- University College of the Cariboo;
- Okanagan University College;
- Malaspina University-College;
- University College of the Fraser Valley; and
- Kwantlen University College.

The university colleges were created to increase access to degree programs in provincial centres outside the Lower Mainland and Victoria. Over the past decade, university colleges have developed as comprehensive institutions dedicated to teaching excellence and offering a full range of degree, diploma and certificate programs to students. In 1997/98, 1,149 degrees were conferred at university colleges.

Access to Post-secondary for Aboriginal Learners

The Ministry of Advanced Education, Training and Technology (MAETT) began implementing its Aboriginal policy framework in May, 1997. Its purpose is to increase the participation and success rates of Aboriginal people in post-secondary education and training. As part of the implementation, MAETT provided $3.8 million in support of Aboriginal programs at the post-secondary level in the 1997/98 fiscal year. The ministry supported the following deliverables as part of the implementation of the policy framework:

- new programs to provide Aboriginal people with the occupational competencies and skills for the labour market, including provision for ABE and other community-based development and delivery systems and implementation of a broad base of programs to improve Aboriginal enrolment and retention rates;
- direct support for 21 First Nations co-ordinators in public institutions in the province; and
- encouragement for the development of Aboriginal Advisory Committees, which the ministry hopes will take place in all institutions; and
- continuing financial support for bridging, distance delivery and other enhanced ABE Aboriginal programs.

Enrolment Grows at Institute for Indigenous Government

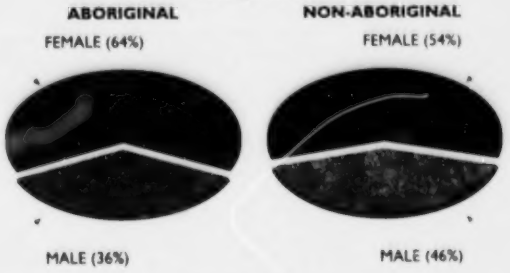
The Institute for Indigenous Government (IIG) was designated a public post-secondary institution in May 1995. IIG offers learner-centred education and skills training programs dedicated to capacity-building and empowerment for Indigenous self-determination and self-government. IIG began offering courses to 11 students in September 1995. Enrolment has grown to 135 students for 1997/98 and is expected to continue growing.

College performance for Aboriginal learners has been documented in the *B.C. College and Institute Student Outcomes Survey Report*. The survey was conducted in the spring of 1997, for students active in the 1995/96 student year. Similar data are not available for universities.

The college and institute report found that Aboriginal learners face greater learning challenges than (but receive benefits from post-secondary education similar to) those faced by non-Aboriginal learners.

The proportion of surveyed former students that were female was 64 per cent among Aboriginal students and 54 per cent among non-Aboriginal students. Three times as many Aboriginal students received adult basic education (22% v. 7%) as did the surveyed non-Aboriginal student population. Finally, the median age of Aboriginal former students (29.9) was much higher than that of non-Aboriginal students (25.5).

Male/Female College and Institute Participation Rates, Aboriginal and Non-Aboriginal Students



Source: *B.C. College and Institute Student Outcomes Report.*

Nine months after completing their education, 80 per cent of Aboriginal students were in the labour force (working or seeking work), compared to 86 per cent of non-Aboriginal students. Median gross monthly salary was slightly lower for Aboriginal former students ($2,200) than for non-Aboriginal former students ($2,252). Aboriginal former students from arts and science programs earned considerably more than their non-Aboriginal counterparts ($2,149 v. $1,819).

Key performance indicators for British Columbia colleges, university colleges and institutes show 5,700 self-declared Aboriginal students at these institutions in 1997/98, representing 1.5 per cent of the total student body.

Access to Financial Resources

Under the B.C. Student Assistance Program (BCSAP), a change was made to allow single parents one extra year (normal program length plus two years) in which to complete their program and still qualify for loan remission. This was the result of a gender impact analysis conducted by BCSAP in 1995 and 1996 which found that single parents, 82 per cent of whom were women, were often unable to qualify for loan remission owing to delays in completing their study programs because of family responsibilities.

Also, in 1997/98 a policy decision was made that private training institutions would need to be accredited by the Private Post-secondary Education Commission by August 2000 in order for their students to be eligible for B.C. student financial assistance. The accreditation process would remain voluntary. Students at accredited private educational institutions would then become eligible for the B.C. Grant and loan remission. In 1997/98, these students are eligible for the Canada Student Loans and B.C. Student Loans only.

The levels of student assistance for BCSAP also increased for 1997/98. Total awards for student loans increased to $132.68 million, while grants rose to $49.33 million. These met the needs of more recipients, while increasing the level of average awards to these recipients.

Changes in B.C. Student Financial Assistance, 1996/97 to 1997/98

	NO. OF RECIPIENTS	TOTAL AWARDS ($MILLIONS)	AVERAGE AWARD
BC Grants			
1996/97	15,024	$45.43	$3,024
1997/98	15,862	$49.33	$3,110
BC Student Loans			
1996/97	36,961	$108.79	$2,943
1997/98	41,172	$132.68	$3,223

Levels of student assistance under BCSAP increased in 1997/98, both in terms of numbers of grants and loans and in terms of their value.

Connecting Prior Learning Experience

Prior Learning Assessment (PLA) relates the knowledge and skills acquired by an individual through life experiences and work to post-secondary educational program objectives and to course and program credits. For many older students, the prospect of having to start at the beginning of formal education is not feasible – either financially or practically – if they are working and supporting families. PLA helps reduce the amount of time these students need to spend back at school before moving into a new career.

Prior Learning Recognition from the International Credential Evaluation Service

The International Credential Evaluation Service (ICES) is part of the Open Learning Agency, a fully accredited, publicly-funded post-secondary institution located in British Columbia. ICES provides educational evaluation services to clients who have completed post-secondary studies outside Canada. ICES evaluation reports provide a comparison of those credentials to studies completed in Canada.

Individuals, employers, counsellors and professional associations can apply to ICES for an objective, thorough and accurate evaluation of educational credentials. This service is becoming increasingly important as the degree of technical sophistication of work and international mobility of workers increases.

Start-up funding for ICES was provided by the government in 1996. In its first year of operation, ICES researched and processed over 1,000 credential evaluations. For 1997/98, ICES served 1,014 clients and completed 1,225 evaluations.

Youth have Their Say on College and Institute Boards

Each year in July, appointments to college and institute boards are reviewed. For the 1997 review, 111 individuals were reappointed and 42 new appointments were made. Of the new appointees, over one-third were 30 years of age or younger. At the Premier's Youth Forum, youth had indicated that they would like to have better access to education, job opportunities and a chance for their voice to be heard. Appointment of young people to college and institute boards helps address issues facing today's youth.

In 1997/98, $790,000 in funding for Prior Learning Assessment was provided to 25 post-secondary institutions. As a result, PLA opportunities were provided to the equivalent of 132 full-time students. Douglas College is one example where PLA was used to upgrade the certification of workers in their present jobs. Nine administrative support staff compiled portfolios demonstrating the learning they had achieved through participation in courses, seminars, and workshops. Collectively, they received formal credit for 96 courses in the college's office administration program and are well on their way to completing their certificates in office administration, which can be applied toward a college diploma.

Access to Skills Training and Employment – Youth Works and Welfare to Work

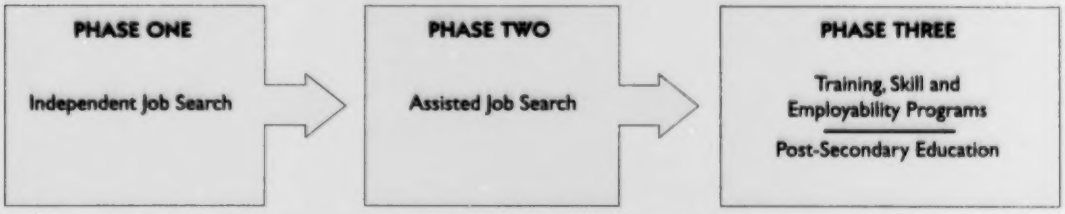
BC Benefits is the major renewal of the province's social safety net launched by the government in 1996. It provides programs and financial support to give people a hand up to jobs rather than a handout to welfare dependency. BC Benefits includes specific initiatives that will replace most of our existing welfare system with Canada's most balanced and progressive set of social programs. The Ministry has responsibility for a number of these programs, including Youth Works and Welfare to Work.

Youth Works

Youth Works guarantees eligible youth who are between 19 and 24 years old access to job search, job preparation, work experience and/or training. In return, eligible youth are required to participate in these programs in order to receive an allowance and other benefits.

Nearly a quarter of youth who go on income assistance leave the system within one month. Almost 60 per cent are off within three months. For those who aren't able to get out of the system as quickly, Youth Works provides job search and training assistance.

Youth Works/Welfare to Work Program Design



For first seven months on income assistance:

- information kits and materials distributed; and
- information and orientation sessions provided.

Participation in available drop-in services and use of community job finding resources.

After first seven months on income assistance:

- additional personalized help with job search, including information sessions, group job search activities, self-assessment, career planning and workplace-based training.

Participation is mandatory for Youth Works clients.

After phases one and two:

- addresses individual skill and experience gaps, including job readiness, basic education;
- includes independent and assisted job search, particularly after skill or experience gaps have been addressed.

Participation is mandatory for Youth Works clients.

Nine months after completing their education, 80 per cent of Aboriginal students were in the labour force (working or seeking work), compared to 86 per cent of non-Aboriginal students. Median gross monthly salary was slightly lower for Aboriginal former students ($2,200) than for non-Aboriginal former students ($2,252). Aboriginal former students from arts and science programs earned considerably more than their non-Aboriginal counterparts ($2,149 v. $1,819).

Key performance indicators for British Columbia colleges, university colleges and institutes show 5,700 self-declared Aboriginal students at these institutions in 1997/98, representing 1.5 per cent of the total student body.

Access to Financial Resources

Under the B.C. Student Assistance Program (BCSAP), a change was made to allow single parents one extra year (normal program length plus two years) in which to complete their program and still qualify for loan remission. This was the result of a gender impact analysis conducted by BCSAP in 1995 and 1996 which found that single parents, 82 per cent of whom were women, were often unable to qualify for loan remission owing to delays in completing their study programs because of family responsibilities.

Also, in 1997/98 a policy decision was made that private training institutions would need to be accredited by the Private Post-secondary Education Commission by August 2000 in order for their students to be eligible for B.C. student financial assistance. The accreditation process would remain voluntary. Students at accredited private educational institutions would then become eligible for the B.C. Grant and loan remission. In 1997/98, these students are eligible for the Canada Student Loans and B.C. Student Loans only.

The levels of student assistance for BCSAP also increased for 1997/98. Total awards for student loans increased to $132.68 million, while grants rose to $49.33 million. These met the needs of more recipients, while increasing the level of average awards to these recipients.

Changes in B.C. Student Financial Assistance, 1996/97 to 1997/98

	NO. OF RECIPIENTS	TOTAL AWARDS ($ MILLIONS)	AVERAGE AWARD
BC Grants			
1996/97	15,024	$45.43	$3,024
1997/98	15,862	$49.33	$3,110
BC Student Loans			
1996/97	36,961	$108.79	$2,943
1997/98	41,172	$132.68	$3,223

Levels of student assistance under BCSAP increased in 1997/98, both in terms of numbers of grants and loans and in terms of their value.

Connecting Prior Learning Experience

Prior Learning Assessment (PLA) relates the knowledge and skills acquired by an individual through life experiences and work to post-secondary educational program objectives and to course and program credits. For many older students, the prospect of having to start at the beginning of formal education is not feasible – either financially or practically – if they are working and supporting families. PLA helps reduce the amount of time these students need to spend back at school before moving into a new career.

Prior Learning Recognition from the International Credential Evaluation Service

The International Credential Evaluation Service (ICES) is part of the Open Learning Agency, a fully accredited, publicly-funded post-secondary institution located in British Columbia. ICES provides educational evaluation services to clients who have completed post-secondary studies outside Canada. ICES evaluation reports provide a comparison of those credentials to studies completed in Canada.

Individuals, employers, counsellors and professional associations can apply to ICES for an objective, thorough and accurate evaluation of educational credentials. This service is becoming increasingly important as the degree of technical sophistication of work and international mobility of workers increases.

Start-up funding for ICES was provided by the government in 1996. In its first year of operation, ICES researched and processed over 1,000 credential evaluations. For 1997/98, ICES served 1,014 clients and completed 1,225 evaluations.

Youth have Their Say on College and Institute Boards

Each year in July, appointments to college and institute boards are reviewed. For the 1997 review, 111 individuals were reappointed and 42 new appointments were made. Of the new appointees, over one-third were 30 years of age or younger. At the Premier's Youth Forum, youth had indicated that they would like to have better access to education, job opportunities and a chance for their voice to be heard. Appointment of young people to college and institute boards helps address issues facing today's youth.

In 1997/98, $790,000 in funding for Prior Learning Assessment was provided to 25 post-secondary institutions. As a result, PLA opportunities were provided to the equivalent of 132 full-time students. Douglas College is one example where PLA was used to upgrade the certification of workers in their present jobs. Nine administrative support staff compiled portfolios demonstrating the learning they had achieved through participation in courses, seminars, and workshops. Collectively, they received formal credit for 96 courses in the college's office administration program and are well on their way to completing their certificates in office administration, which can be applied toward a college diploma.

Access to Skills Training and Employment – Youth Works and Welfare to Work

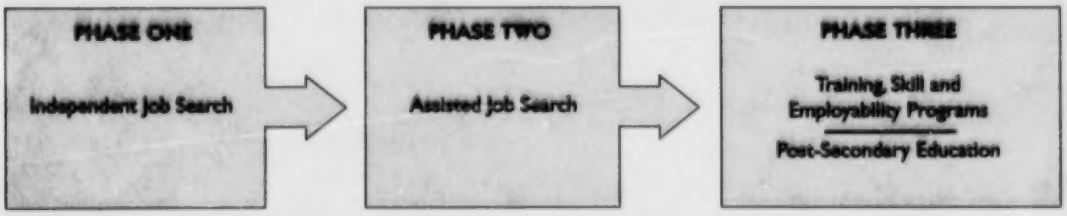
BC Benefits is the major renewal of the province's social safety net launched by the government in 1996. It provides programs and financial support to give people a hand up to jobs rather than a handout to welfare dependency. BC Benefits includes specific initiatives that will replace most of our existing welfare system with Canada's most balanced and progressive set of social programs. The Ministry has responsibility for a number of these programs, including Youth Works and Welfare to Work.

Youth Works

Youth Works guarantees eligible youth who are between 19 and 24 years old access to job search, job preparation, work experience and/or training. In return, eligible youth are required to participate in these programs in order to receive an allowance and other benefits.

Nearly a quarter of youth who go on income assistance leave the system within one month. Almost 60 per cent are off within three months. For those who aren't able to get out of the system as quickly, Youth Works provides job search and training assistance.

Youth Works/Welfare to Work Program Design



For first seven months on income assistance:

- information kits and materials distributed; and
- information and orientation sessions provided.

Participation in available drop-in services and use of community job finding resources.

After first seven months on income assistance:

- additional personalized help with job search, including information sessions, group job search activities, self-assessment, career planning and workplace-based training.

Participation is mandatory for Youth Works clients.

After phases one and two:

- addresses individual skill and experience gaps, including job readiness, basic education;
- includes independent and assisted job search, particularly after skill or experience gaps have been addressed.

Participation is mandatory for Youth Works clients.

Welfare to Work

Welfare to Work redirects adults aged 25 years and older from welfare into job search, training and work experience. Its goal is to provide programs that will help people leave welfare for work. Welfare to Work reduces barriers to moving from welfare to work, without reducing the support that is provided to families with younger dependent children.

Nearly 60 per cent of adults who go on income assistance leave the system within three months. For those who are not able to get out of the system as quickly, Welfare to Work provides a way out of welfare dependence.

Welfare to Work parallels the Youth Works program, with one major difference. While Youth Works guarantees access to job search, job preparation, work experience and/or training, similar programs in Welfare to Work are subject to availability. Some eligible participants will likely be required to wait for program spaces to open up.

An estimated 89,593 clients received assistance through the Youth Works/Welfare to Work programs in 1997/98. Of the estimated 52,000 clients who participated in independent job searches, 43,333 were provided with job information kits and materials to assist them with an independent job search in Phase 1. About 18,000 participated in assisted job search programs in Phase 2, and over 19,000 clients were assisted through specialized employability programs in Phase 3.

Cost-shared Program Enhances Adult Literacy

Every year, the federal and provincial governments provide funding for literacy projects undertaken in communities around the province. In 1997/98, $1.608 million ($700,000 from the provincial government and $908,000 from the federal government) was provided to fund 66 literacy projects through the colleges in partnership with community agencies and school districts.

New Agreement on Labour Market Development in B.C.

On April 25 1997, Canada and British Columbia entered into a Labour Market Development Agreement. The agreement assigns shared responsibility for employment benefits and support measures provided by HRDC under Part II of the federal *Employment Insurance Act*.

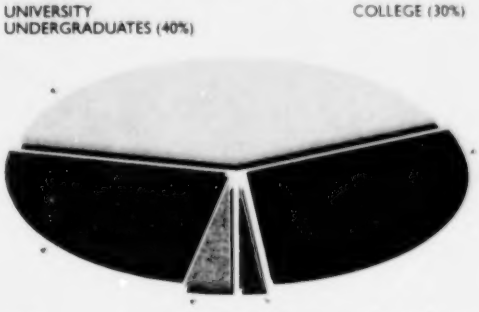
Under the agreement, joint federal/provincial decision-making occurs in the areas of planning, program design and priority setting for programs and clients. The federal government retains responsibility for program delivery.

In addition to planning at the provincial level, a strong emphasis is placed on local-level planning. The agreement recognizes the link between labour market and economic development, as well as the need for flexibility in program design and the importance of local area priorities.

New Employment Opportunities for Youth – Student Summer Works

Student Summer Works is a major initiative that creates opportunities for work experience and skills training for B.C. youth, and improves access to post-secondary training. Students have the opportunity to earn money, as well as gain training and experience, whether they are in high school or are pursuing post-secondary education. This MAETT wage-sharing program with employers provides thousands of jobs for students between May and August of each year. Employers are reimbursed for up to

Distribution of Students Participating in Student Summer Work Program



Just under three-quarters of the students participating in the MAETT Student Summer Work Program in 1997 were enrolled in post-secondary studies.

Welfare to Work

Welfare to Work redirects adults aged 25 years and older from welfare into job search, training and work experience. Its goal is to provide programs that will help people leave welfare for work. Welfare to Work reduces barriers to moving from welfare to work, without reducing the support that is provided to families with younger dependent children.

Nearly 60 per cent of adults who go on income assistance leave the system within three months. For those who are not able to get out of the system as quickly, Welfare to Work provides a way out of welfare dependence.

Welfare to Work parallels the Youth Works program, with one major difference. While Youth Works guarantees access to job search, job preparation, work experience and/or training, similar programs in Welfare to Work are subject to availability. Some eligible participants will likely be required to wait for program spaces to open up.

An estimated 89,593 clients received assistance through the Youth Works/Welfare to Work programs in 1997/98. Of the estimated 52,000 clients who participated in independent job searches, 43,333 were provided with job information kits and materials to assist them with an independent job search in Phase 1. About 18,000 participated in assisted job search programs in Phase 2, and over 19,000 clients were assisted through specialized employability programs in Phase 3.

Cost-shared Program Enhances Adult Literacy

Every year, the federal and provincial governments provide funding for literacy projects undertaken in communities around the province. In 1997/98, $1.608 million ($700,000 from the provincial government and $908,000 from the federal government) was provided to fund 64 literacy projects through the colleges in partnership with community agencies and school districts.

New Agreement on Labour Market Development in B.C.

On April 25 1997, Canada and British Columbia entered into a Labour Market Development Agreement. The agreement assigns shared responsibility for employment benefits and support measures provided by HRDC under Part II of the federal *Employment Insurance Act*.

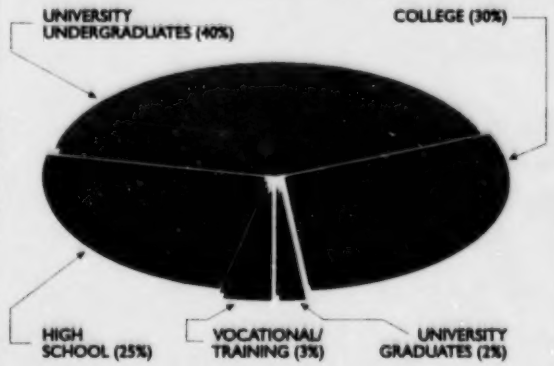
Under the agreement, joint federal/provincial decision-making occurs in the areas of planning, program design and priority setting for programs and clients. The federal government retains responsibility for program delivery.

In addition to planning at the provincial level, a strong emphasis is placed on local-level planning. The agreement recognizes the link between labour market and economic development, as well as the need for flexibility in program design and the importance of local area priorities.

New Employment Opportunities for Youth – Student Summer Works

Student Summer Works is a major initiative that creates opportunities for work experience and skills training for B.C. youth, and improves access to post-secondary training. Students have the opportunity to earn money, as well as gain training and experience, whether they are in high school or are pursuing post-secondary education. This MAETT wage-sharing program with employers provides thousands of jobs for students between May and August of each year. Employers are reimbursed for up to

Distribution of Students Participating in Student Summer Work Program

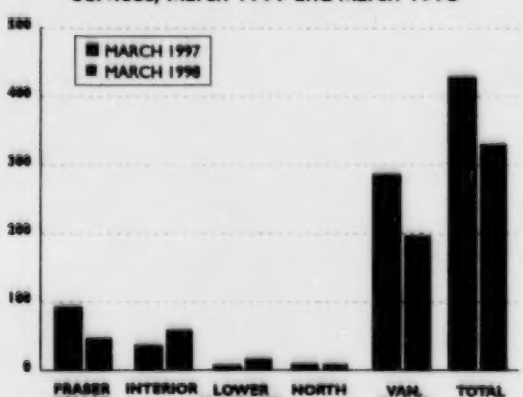


Just under three-quarters of the students participating in the MAETT Student Summer Work Program in 1997 were enrolled in post-secondary studies.

50 per cent of the students' wages (maximum $4 per hour for a minimum of 150 hours of employment.)

- During the summer, 2,017 employers received funding under Student Summer Works and filled 3,292 positions.
- Students were employed with different types of employers. These include: businesses (60%); non-profit organizations (10.6%); agricultural operations (8.7%) and Aboriginal bands or councils (2.2%).
- Students were employed primarily in the following industries: services (55.6%); primary industry (14.8%); and transportation, communications or utilities (9.5%).
- Seventy-three per cent of businesses funded had 25 or fewer employees. Another 10 per cent had between 26 and 100 employees, while 17 per cent had more than a hundred employees.
- Forty-eight per cent of participants were female, and 52 per cent were male.
- Thirty-nine per cent were aged 15-19; 43 per cent were aged 20-24; 17 per cent were 25 or older.

Clients Wait-listed for Vocational Rehabilitation Services, March 1997 and March 1998



Client service response improved substantially in regions with longest client wait lists at the beginning of March 1997.

- The average wage for participants was $9.34 per hour. While 43 per cent of the total positions paid $8 per hour or less, 33 per cent of the positions paid between $8 and $10 per hour.

Services for Persons with Disabilities

The Vocational Rehabilitation Services (VRS) program provides support, assistance and access to training to persons with disabilities so that they can set realistic vocational goals and secure gainful employment. The goal of VRS is to assist British Columbians with permanent disabilities to become economically independent by helping them develop job skills and find employment. To address this goal, the program provides a range of services, from assessment and planning to job placement. The program also provides access to training programs offered in post-secondary institutions and on-the-job training, adaptive technology, work place modifications and vocational crisis support, as needed.

- A total of 3,751 clients received direct services from vocational rehabilitation consultants throughout the province in 1997/98. Of this number, 1,782 were new clients, 43 placements were in 'on-the-job training' programs within government, and 84 placements were in subsidized 'on-the-job training' programs in the private sector.
- A total of 5,907 clients received indirect services from 97 contracted agencies in 1997/98. (It should be noted that some of these contracts spanned the period from 1996/97 and the number of clients serviced is cumulative for this time span.)

According to a survey of clients whose files had been closed in the period from July to December 1997, VRS was effective in assisting people with permanent disabilities in developing job skills and in finding employment.

- Clients who received assessment and planning services, and completed their vocational

rehabilitation plan, were more likely to be successful in finding employment (86%) than those who did not complete their plan but received assessment and planning services (47%).

- For clients who found employment, 63 per cent of those who received training and job search support found a job related to their employment goal.

The Public Service Training Program provides people with disabilities with the opportunity to pursue on-the-job training and employment in the public service through ministry placements. The Ministry of Advanced Education, Training and Technology reimburses the host ministry for 50 per cent of the placement wages and benefits.

- In 1997/98, there were 43 placements in the program. Total program expenditures were $273,000.

Office for Disability Issues Addresses Disability Concerns

The Office for Disability Issues (ODI), housed in the Policy Services Division of the ministry, is a cross-government office with a broad mandate. Its responsibilities include reviewing all legislation, policy, programs and services that directly or indirectly affect persons with disabilities, consulting with ministries to recommend change where persons with disabilities are adversely affected, and assisting ministries to improve delivery and reduce fragmentation of services to persons with disabilities. ODI also:

- informs and educates public policy makers to ensure consistent understanding of issues facing persons with disabilities;
- promotes new or revised legislation, policy and procedures in order to eliminate systemic discrimination against persons with disabilities; and
- facilitates public education and participation on disability issues.

Highlights for the ODI for 1997/98 include:

- Developing the Disability Lens, an impact analysis tool designed for policy developers to assist in the identification of potential barriers a policy or piece of legislation may create for persons with disabilities.
- Co-ordinating the provincial government's participation on the "Returning to Work – Removing the Barriers" pilot project. This federal/provincial partnership included partners from the community of persons with disabilities and private insurers. The pilot objective was to return to work 40 participants from the Lower Mainland. A co-ordinated interagency case management approach was implemented to expedite the return to work of individuals who might otherwise be trapped by 'systemic interagency' barriers (at the legislative, policy or program levels).
- Developing draft Accessible Taxi Standards in close consultation with the Motor Carrier Commission, the Motor Vehicle Branch, BC Transit, and various experts and stakeholders to improve safety for persons with disabilities when using taxi services.

Supporting Education and Work Transitions and Adjustment

In today's rapidly changing economy and labour market the view that individuals move in a sequential path from school to work to retirement is giving way to a view of multiple life/work transitions and continuous learning.

Transition is about change, and change is an often unsettling, even threatening event, particularly when it affects a person's livelihood. The Ministry of Advanced Education, Training and Technology seeks to foster successful education, training and work-related transitions. These include transitions from:

- secondary to post-secondary education;
- post-secondary education or training to employment;
- unemployment to post-secondary education or training;
- unemployment to employment; and
- underemployment to appropriate employment.

Frequently, persons who are fully capable of productive employment are impeded by factors beyond their control. These factors might be social, such as poor job search skills. They may reflect special needs, such as time flexibility for single parents or office configuration for persons with disabilities. They may reflect lack of basic education, language inadequacy, or even a failure of employers to recognize a worker's training credentials or prior learning. Finally, persons may find that their skill set may need to be upgraded to respond to industrial change within their community. The Ministry of Advanced Education, Training and Technology has developed programs to support people as they face transitions such as these.

Implementing Recommendations of the "Moving On ..." Report

1997/98 marked a continuation of work begun as a result of *Moving On: Secondary to Post-Secondary Transition*. The report, completed in February 1997, identified barriers to transition, the two most significant being information barriers and financial barriers. In response to the report, the ministry committed to supporting activities, initiatives and directions within the ministry's mandate that encourage transition. These included prior learning assessment, joint secondary/post-secondary facilities, and laddered programs (post-secondary programs building on a foundation program begun in high school).

British Columbia led the other provinces in pressing the federal government to address the issue of high levels of student debt. As a result, the federal government's 1998 budget included several measures to reduce student debt and make post-secondary education more affordable for students and their families, such as grants for students with dependants, tax credit for interest paid on student loans and extension of loan repayment periods.

rehabilitation plan, were more likely to be successful in finding employment (86%) than those who did not complete their plan but received assessment and planning services (47%).

- For clients who found employment, 63 per cent of those who received training and job search support found a job related to their employment goal.

The Public Service Training Program provides people with disabilities with the opportunity to pursue on-the-job training and employment in the public service through ministry placements. The Ministry of Advanced Education, Training and Technology reimburses the host ministry for 50 per cent of the placement wages and benefits.

- In 1997/98, there were 43 placements in the program. Total program expenditures were $273,000.

Office for Disability Issues Addresses Disability Concerns

The Office for Disability Issues (ODI), housed in the Policy Services Division of the ministry, is a cross-government office with a broad mandate. Its responsibilities include reviewing all legislation, policy, programs and services that directly or indirectly affect persons with disabilities, consulting with ministries to recommend change where persons with disabilities are adversely affected, and assisting ministries to improve delivery and reduce fragmentation of services to persons with disabilities. ODI also:

- informs and educates public policy makers to ensure consistent understanding of issues facing persons with disabilities;
- promotes new or revised legislation, policy and procedures in order to eliminate systemic discrimination against persons with disabilities; and
- facilitates public education and participation on disability issues.

Highlights for the ODI for 1997/98 include:

- Developing the Disability Lens, an impact analysis tool designed for policy developers to assist in the identification of potential barriers a policy or piece of legislation may create for persons with disabilities.
- Co-ordinating the provincial government's participation on the "Returning to Work – Removing the Barriers" pilot project. This federal/provincial partnership included partners from the community of persons with disabilities and private insurers. The pilot objective was to return to work 40 participants from the Lower Mainland. A co-ordinated interagency case management approach was implemented to expedite the return to work of individuals who might otherwise be trapped by 'systemic interagency' barriers (at the legislative, policy or program levels).
- Developing draft Accessible Taxi Standards in close consultation with the Motor Carrier Commission, the Motor Vehicle Branch, BC Transit, and various experts and stakeholders to improve safety for persons with disabilities when using taxi services.

Supporting Education and Work Transitions and Adjustment

In today's rapidly changing economy and labour market the view that individuals move in a sequential path from school to work to retirement is giving way to a view of multiple life/work transitions and continuous learning.

Transition is about change, and change is an often unsettling, even threatening event, particularly when it affects a person's livelihood. The Ministry of Advanced Education, Training and Technology seeks to foster successful education, training and work-related transitions. These include transitions from:

- secondary to post-secondary education;
- post-secondary education or training to employment;
- unemployment to post-secondary education or training;
- unemployment to employment; and
- underemployment to appropriate employment.

Frequently, persons who are fully capable of productive employment are impeded by factors beyond their control. These factors might be social, such as poor job search skills. They may reflect special needs, such as time flexibility for single parents or office configuration for persons with disabilities. They may reflect lack of basic education, language inadequacy, or even a failure of employers to recognize a worker's training credentials or prior learning. Finally, persons may find that their skill set may need to be upgraded to respond to industrial change within their community. The Ministry of Advanced Education, Training and Technology has developed programs to support people as they face transitions such as these.

Implementing Recommendations of the "Moving On ..." Report

1997/98 marked a continuation of work begun as a result of *Moving On: Secondary to Post-Secondary Transition*. The report, completed in February 1997, identified barriers to transition, the two most significant being information barriers and financial barriers. In response to the report, the ministry committed to supporting activities, initiatives and directions within the ministry's mandate that encourage transition. These included prior learning assessment, joint secondary/post-secondary facilities, and laddered programs (post-secondary programs building on a foundation program begun in high school).

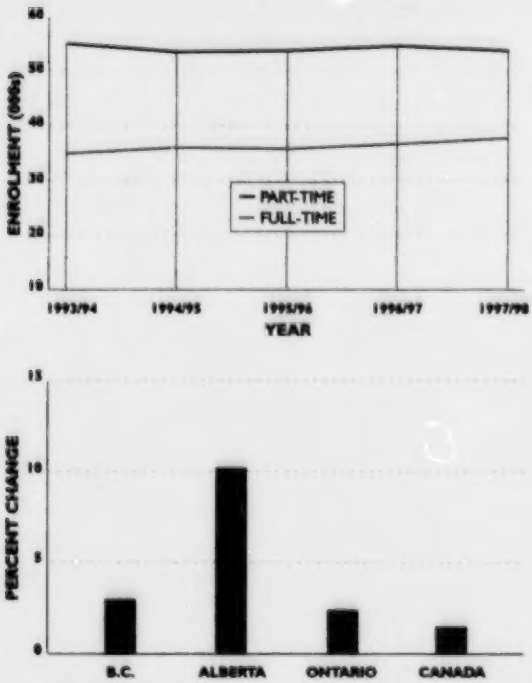
British Columbia led the other provinces in pressing the federal government to address the issue of high levels of student debt. As a result, the federal government's 1998 budget included several measures to reduce student debt and make post-secondary education more affordable for students and their families, such as grants for students with dependants, tax credit for interest paid on student loans and extension of loan repayment periods.

Enrolments at Colleges and Institutes in B.C.

Between 1993/94 and 1997/98, full-time enrolment levels at B.C. colleges increased by 3,851, or 11.2 per cent, while part-time enrolment levels declined by 1,252 students, or 2.3 per cent. (Note that for the college system, vocational headcount enrolment levels are not included and the 1997/98 data are based on estimated values due to the lack of data from two institutions.)

Interprovincial comparisons for the same years show that B.C.'s net (full-time plus part-time) 2.9 per cent increase exceeds the 2.2 per cent increase experienced by Ontario and the 1.3 per cent increase for all of Canada. During the same time, Alberta experienced a 10.2 per cent increase.

College and Institute Enrolment, 1993/94 to 1997/98
(does not include vocational enrolment)



From 1993/94 to 1997/98, part-time enrolments declined slightly while full-time enrolments increased by 3,851 (11.2%).

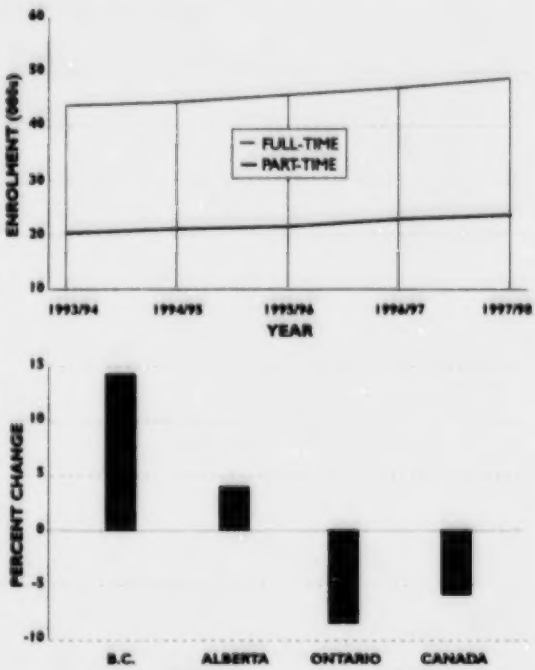
Source: MAETT and Statistics Canada

Enrolments at Universities in B.C.

Between 1993/94 and 1997/98, B.C.'s university system increased enrolments by 6,242 full-time and 2,655 part-time students, representing a 14.5 per cent increase in full-time enrolment, and a 12.9 per cent increase in part-time enrolment.

Inter-provincially, B.C.'s 14.0 per cent increase in total full-time and part-time enrolment exceeded the 3.9 per cent increase in Alberta, 8.3 per cent decrease in Ontario and 5.9 per cent decrease for all of Canada.

University Enrolment, 1993/94 to 1997/98



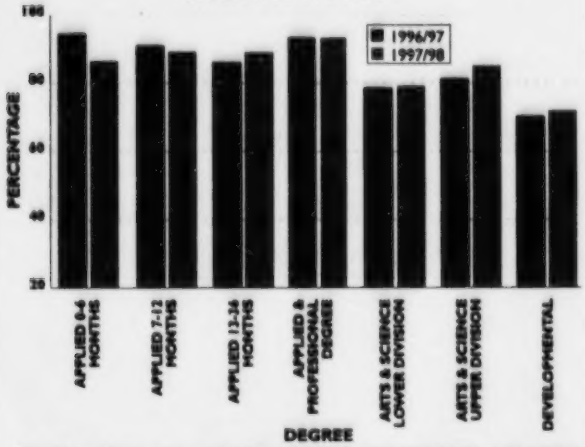
From 1993/94 to 1997/98, full-time and part-time enrolments increased respectively by 14.5 per cent and 12.9 per cent. B.C. university enrolments grew much faster than other provinces.

Source: MAETT and Statistics Canada

Completion Rates for Students Enrolling in College and Institute Courses

A large majority of students in all base-funded program areas are completing their courses, averaging 84 per cent provincially in 1997/98. Completion rates were highest in 1997/98 for courses in the applied and professional degree programs (93%) and lowest for courses in the arts and science lower division (first and second year) programs (79%) and for developmental courses (adult basic education, adult special education and English language training) at 72 per cent. Little change is noted in these completion rates from 1996/97 to 1997/98.

College and Institute Course Completion Rates, 1996/97 to 1997/98



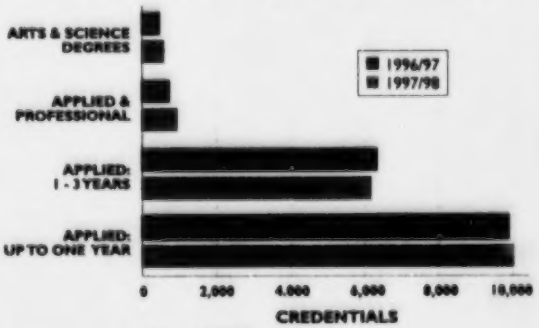
Course completion rates, a ratio of the number of course completions to the number of course registrations and an indicator of success of individuals enrolling in and completing a course of studies, remained relatively stable from 1996/97 to 1997/98.

Source: MAETT

Credentials Issued by B.C. University Colleges, Colleges and Institutes

British Columbia's university colleges, colleges and institutes awarded 17,529 certificates, diplomas and degrees in 1997/98, up slightly from the previous year. (Note that students at colleges and institutes may have completed the requirements for their program of studies but may not have applied to receive their credential [certificate, diploma or degree].)

Credentials Issued by B.C. University Colleges, Colleges and Institutes, 1996/97 to 1997/98



Source: MAETT

M121

IMPORTANT NOTE CONCERNING THE FOLLOWING PAGES

THE PAGES WHICH FOLLOW HAVE BEEN FILMED TWICE IN ORDER TO OBTAIN THE BEST REPRODUCTIVE QUALITY

USERS SHOULD CONSULT ALL THE PAGES REPRODUCED ON THE FICHE IN ORDER TO OBTAIN A COMPLETE READING OF THE TEXT.

REMARQUE IMPORTANTE CONCERNANT LES PAGES QUI SUIVENT

LES PAGES SUIVANTES ONT ÉTÉ REPRODUITES EN DOUBLE AFIN D'AMÉLIORER LA QUALITÉ DE REPRODUCTION

LES UTILISATEURS DOIVENT CONSULTER TOUTES LES PAGES REPRODUITES SUR LA FICHE AFIN D'OBTENIR LA LECTURE DU TEXTE INTÉGRAL

micromedia
a division of IHS Canada

20 Victoria Street
Toronto, Ontario M5C 2N8
Tel.: (416) 362-5211
Toll Free: 1-800-387-2689
Fax: (416) 362-6161
Email: info@micromedia.on.ca

Degrees Conferred by B.C. Universities in 1997/98

	BACHELOR		MASTER		DOCTORATE	
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
University of British Columbia	5,352	2%	1,087	-4%	364	27%
Simon Fraser University	2,918	5%	526	20%	101	40%
University of Victoria	2,616	6%	470	30%	74	-6%
University of Northern B.C.	311	57%	40	0%	–	–
Royal Roads University	146	1%	41	n/a	–	–
Total for all Universities	11,343	5%	2,164	10%	539	23%

Just over 14,000 degrees of all types were conferred by B.C. universities in 1997/98, representing a six per cent increase over the previous year.

Degrees Conferred by British Columbia Universities

Nearly 11,400 undergraduate degrees were conferred by British Columbia universities in 1997/98, an increase of five per cent over the previous year. New degree programs at the University of Northern British Columbia and Royal Roads University contributed to that increase. As well, there was a significant increase in the number of degrees conferred at the masters and doctoral levels.

Adult Basic Education and Transitions to Further Education and Work

Adult Basic Education (ABE) provides access to preparatory courses and skills ranging from basic literacy to provincial and adult secondary school completions, and leads to one or more of the following goals: further education; employability skills; and life management skills.

In 1997, just over 1,500 former students in ABE programs responded to the B.C. Student Outcomes survey regarding

BCCAT Supports Post-secondary Articulation and Transfer Processes

The B.C. Council on Admissions and Transfer (BCCAT) was established in 1989 by the then Minister of Advanced Education and Job Training, following a comprehensive "Access" report which had recommended several initiatives to improve student access to and success within the province's post-secondary system.

BCCAT's mandate is to facilitate admission, articulation and transfer arrangements among colleges, university colleges, institutes, the Open Learning Agency and the universities. Specifically, the council, in co-operation with post-secondary institutions, develops policies that facilitate transferability of post-secondary credit courses so this credit can be applied toward baccalaureate degrees at degree-granting institutions.

In a 1995 survey of British Columbia college and university faculty and administrators, 80 per cent of respondents rated overall articulation and transfer processes favourably when compared to other jurisdictions. However, they also identified areas in need of improvement, suggesting that the council's role continues to be important to the post-secondary system.

When interviewed in February 1996, university and college personnel expressed support for the council and its leadership role in policy development and problem-solving related to program articulation and transfer issues.

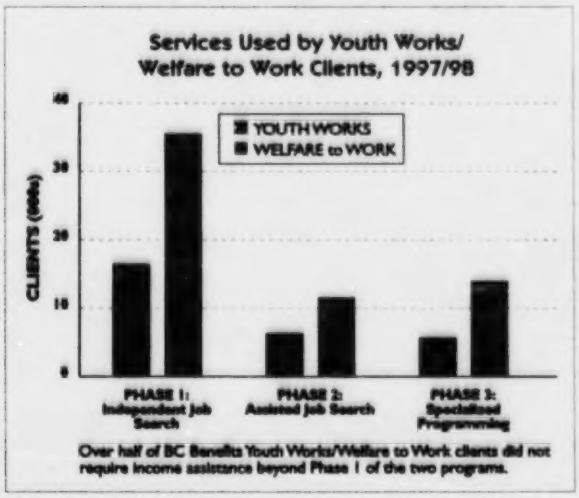
In 1996, the council's traditional role of bridging college and institute interests with university concerns and encouraging articulation and transfer arrangements through the provincial articulation committees, was again endorsed in "Charting a New Course", the colleges and institutes strategic plan.

Post-secondary faculty and administrators alike continue to support the non-supervisory and non-regulatory role of BCCAT, while recognizing the collaborative leadership required to develop an articulated system that benefits students.

their educational experience and their activities since leaving school. More than 80 per cent of these former students reported being 'completely' or 'mainly' satisfied with their studies and a similar portion reported that their main reason for enrolling had been 'completely' or 'mostly' met. Almost half of these former students had taken further studies following their enrolment in ABE programs, most of them entering programs at one of B.C.'s colleges.

Transitions from Income Assistance to Further Training or Employment

Youth Works/Welfare to Work employability programming falls into three phases, depending on how long a client has been receiving benefits. All participants must make a solid effort to secure employment, initially with limited assistance and then with more help, before engaging in full-time programming to address skill and experience gaps. This ensures that access to these services is limited to those participants who would not otherwise be able to find employment.


Services Used by Youth Works/ Welfare to Work Clients, 1997/98
YOUTH WORKS
WELFARE to WORK
CLIENTS (000s)
40
30
20
10
0
PHASE 1: Independent Job Search
PHASE 2: Assisted Job Search
PHASE 3: Specialized Programming
Over half of BC Benefits Youth Works/Welfare to Work clients did not require income assistance beyond Phase 1 of the two programs.

BC Benefits Panel Tracks Ministry Clients

The BC Benefits Longitudinal Research Project was established to gain an understanding of new entrants to Income Assistance and their flow through forms of income assistance, employment and training over an extended period of time. The project contributes to an improved understanding of these clients and how best to improve their employability and reduce their dependency on income assistance. The project comprises two components: a longitudinal survey or panel component; and an administrative tracking component. The project tracks a number of income assistance entrants, using interviews for two years and analysing administrative records over a five year period.

Institution Based Training Helps Youth Works/ Welfare to work Clients Transfer to Post-secondary Training

Institution Based Training (IBT) support services and/or expanded capacity programming are delivered through the colleges and university colleges as well as B.C.I.T., Nicola Valley Institute of Technology and the Native Education Centre. The program's focus is to provide support services to increase Youth Works and Welfare to Works (YW/WtW) student recruitment, retention and successful completion of basic education or post-secondary education studies. In 1997/98, participating institutions reported that more than 13,000 YW/WtW students attended upgrading and training programs, compared to 7,500 in the prior year.

Industry Training and Adjustment Programs

Industry Training and Adjustment (ITA) programs bring employers and employees together to jointly develop solutions to workplace issues that have an impact on human resources. Adjustment consultants and program co-ordinators work with individual businesses, business clusters, sector organizations, and employee representatives to:

- assist employers and employees to develop strategies to adapt to labour market and economic changes that affect the workplace; and
- take advantage of local economic development and expansion opportunities.

Degrees Conferred by B.C. Universities in 1997/98

	BACHELOR		MASTERS		DOCTORATE	
	AWARDED IN 1997/98	% CHANGE FROM 1996/97	AWARDED IN 1997/98	% CHANGE FROM 1996/97	AWARDED IN 1997/98	% CHANGE FROM 1996/97
University of British Columbia	5,352	2%	1,087	-4%	364	27%
Simon Fraser University	2,918	5%	526	20%	101	40%
University of Victoria	2,616	6%	470	30%	74	-6%
University of Northern B.C.	311	57%	40	0%	–	–
Royal Roads University	146	1%	41	n/a	–	–
Total for all Universities	11,343	5%	2,164	10%	539	23%

Just over 14,000 degrees of all types were conferred by B.C. universities in 1997/98, representing a six per cent increase over the previous year.

Degrees Conferred by British Columbia Universities

Nearly 11,400 undergraduate degrees were conferred by British Columbia universities in 1997/98, an increase of five per cent over the previous year. New degree programs at the University of Northern British Columbia and Royal Roads University contributed to that increase. As well, there was a significant increase in the number of degrees conferred at the masters and doctoral levels.

Adult Basic Education and Transitions to Further Education and Work

Adult Basic Education (ABE) provides access to preparatory courses and skills ranging from basic literacy to provincial and adult secondary school completions, and leads to one or more of the following goals: further education; employability skills; and life management skills.

In 1997, just over 1,500 former students in ABE programs responded to the B.C. Student Outcomes survey regarding

BCCAT Supports Post-secondary Articulation and Transfer Processes

The B.C. Council on Admissions and Transfer (BCCAT) was established in 1989 by the then Minister of Advanced Education and Job Training, following a comprehensive "Access" report which had recommended several initiatives to improve student access to and success within the province's post-secondary system.

BCCAT's mandate is to facilitate admission, articulation and transfer arrangements among colleges, university colleges, institutes, the Open Learning Agency and the universities. Specifically, the council, in co-operation with post-secondary institutions, develops policies that facilitate transferability of post-secondary credit courses so that credit can be applied toward baccalaureate degrees at degree-granting institutions.

In a 1993 survey of British Columbia college and university faculty and administrators, 80 per cent of respondents rated overall articulation and transfer processes favourably when compared to other jurisdictions. However, they also identified areas in need of improvement, suggesting that the council's role continues to be important to the post-secondary system.

When interviewed in February 1994, university and college personnel expressed support for the council and its leadership role in policy development and problem-solving related to program articulation and transfer issues.

In 1996, the council's traditional role of bridging college and institute interests with university concerns and encouraging articulation and transfer arrangements through the provincial articulation committees, was again endorsed in "Charting a New Course", the colleges and institutes strategic plan.

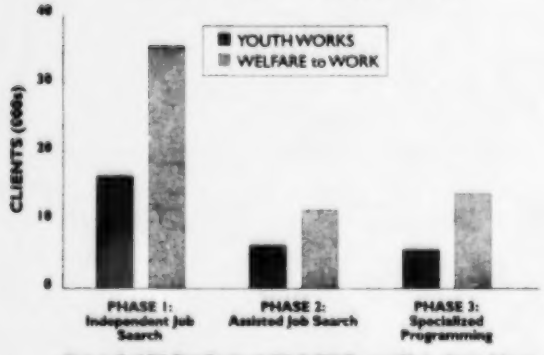
Post-secondary faculty and administrators alike continue to support the non-supervisory and non-regulatory role of BCCAT, while recognizing the collaborative leadership required to develop an articulated system that benefits students.

their educational experience and their activities since leaving school. More than 80 per cent of these former students reported being 'completely' or 'mainly' satisfied with their studies and a similar portion reported that their main reason for enrolling had been 'completely' or 'mostly' met. Almost half of these former students had taken further studies following their enrolment in ABE programs, most of them entering programs at one of B.C.'s colleges.

Transitions from Income Assistance to Further Training or Employment

Youth Works/Welfare to Work employability programming falls into three phases, depending on how long a client has been receiving benefits. All participants must make a solid effort to secure employment, initially with limited assistance and then with more help, before engaging in full-time programming to address skill and experience gaps. This ensures that access to these services is limited to those participants who would not otherwise be able to find employment.

Services Used by Youth Works/ Welfare to Work Clients, 1997/98



Over half of BC Benefits Youth Works/Welfare to Work clients did not require income assistance beyond Phase 1 of the two programs.

BC Benefits Panel Tracks Ministry Clients

The BC Benefits Longitudinal Research Project was established to gain an understanding of new entrants to Income Assistance and their flow through forms of income assistance, employment and training over an extended period of time. The project contributes to an improved understanding of these clients and how best to improve their employability and reduce their dependency on income assistance. The project comprises two components: a longitudinal survey or panel component; and an administrative tracking component. The project tracks a number of income assistance entrants, using interviews for two years and analysing administrative records over a five year period.

Institution Based Training Helps Youth Works/ Welfare to work Clients Transfer to Post-secondary Training

Institution Based Training (IBT) support services and/or expanded capacity programming are delivered through the colleges and university colleges as well as B.C.I.T., Nicola Valley Institute of Technology and the Native Education Centre. The program's focus is to provide support services to increase Youth Works and Welfare to Works (YW/WtW) student recruitment, retention and successful completion of basic education or post-secondary education studies. In 1997/98, participating institutions reported that more than 13,000 YW/WtW students attended upgrading and training programs, compared to 7,500 in the prior year.

Industry Training and Adjustment Programs

Industry Training and Adjustment (ITA) programs bring employers and employees together to jointly develop solutions to workplace issues that have an impact on human resources. Adjustment consultants and program co-ordinators work with individual businesses, business clusters, sector organizations, and employee representatives to:

- assist employers and employees to develop strategies to adapt to labour market and economic changes that affect the workplace; and
- take advantage of local economic development and expansion opportunities.

Industrial Adjustment Services

Industrial Adjustment Services (IAS) is a joint federal/provincial program administered by the Industry Training and Adjustment Program of MAETT and Human Resources Development Canada. IAS supports employers and employees who have agreed to work together to bring about mutually beneficial adjustments to deal with human resource-related challenges and opportunities resulting from economic and/or technological change. IAS is a human resource and development planning tool and relies on other existing federal and provincial programs for implementation of adjustment plans. Its mandate does not include support for training.

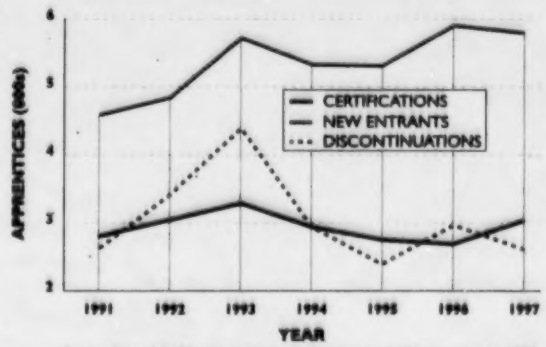
Industrial Training and Apprenticeship Commission Formed

On November 28, 1997, the Industrial Training and Apprenticeship Commission (ITAC) was created as an independent vehicle to encourage growth and change in apprenticeships. ITAC seeks to:

- create a training and apprenticeship system that is relevant, accessible and responsive to industry's needs;
- identify, monitor and assess the needs of the B.C. labour market;
- expand the number of skilled people in designated trades and occupations;
- increase the proportion of under-represented groups in designated trades and occupations;
- integrate education and training systems to ensure a smooth transition between school and workplace;
- promote and encourage continuous upgrading and lifelong learning;
- develop and expand a system of provincially recognized credentials; and
- ensure the efficient and effective use of resources in the industry training and apprenticeship system.

ITAC comprises a 25-member board representing business, labour, education and government.

Apprenticeship Trends in the 1990s



From a low of 4,600 new entrants to the apprenticeship program in 1991, the number of new apprenticeships in B.C. swelled to 5,800 in 1997. After slight declines in the early 1990s, the number of apprentices being certified has begun to increase again.

Source: ITAC

Community Skill Centres Support Labour Market Transitions

Community Skills Centres (CSCs) were first announced in 1994/95 as part of the government's Skills Now initiative. Under a subsequent 1995 strategic initiatives agreement, the Province of British Columbia and Human Resources Development Canada agreed to fund a network of CSCs across B.C. In 1994/95, 16 communities were selected. In 1995/96 the ministry and its community partners established new CSCs in Clearwater, Princeton, North Surrey, Trail and Masset. In 1997, there was a total of 20 operational centres throughout B.C.

CSCs are mandated to reduce the impact of economic and labour market adjustment in B.C. communities through the co-ordination of local training and education services and the use of educational technology such as computer-based training and video conferencing. Over time, CSCs are expected to become self-sustaining and financially independent of government funding for operational costs.

With the rapid pace of economic and technological change, there is a strong need for increased access to education and training opportunities in many rural and urban communities. This need is particularly acute for high school drop-outs, unemployed youth and others who face multiple barriers to institution-based programs in these communities.

The skills centres around the province evolved according to the needs of the communities in which they are located. Community skills centres are community-driven. They are managed by volunteer boards representing a wide range of community agencies, interest groups and other stakeholders. Direct community involvement is the key to the decision-making process regarding the identification and assessment of training needs. It is important that the training programs meet the needs of business, industry, labour, equity groups, and the community economic development strategy.

Canada/B.C. Labour Market Information Strategic Initiative Supports Education, Training and Employment Planning and Decision Making

In partnership with Human Resources Development Canada, MAETT has participated since 1995/96 in the Labour Market Information Strategic Initiative (a joint federal/provincial initiative), together with a number of private sector partners, to increase the quantity and quality of career-related labour market information, and to better enable its use by a wide variety of partners and stakeholders in the career and occupational planning and decision making enterprise. Objectives of the initiative have been:

- to develop new sources of labour market information relevant to the career and occupational planning and decision making process;
- to produce new or enhanced information products which use available and new labour market information;
- to utilize new technologies which improve distribution of and/or improve access to career-related labour market information in new formats via new media;
- to support the formation of innovative community information partnerships to enable development and use of career-related information at the regional or sectoral level; and,
- to establish quality criteria for dissemination of career-related labour market information and standards and certification for its use by career practitioners.

Close to 100 projects have been funded through the initiative. These projects have resulted in:

- production and distribution of 26 LMI print resources;
- development and distribution of six facilitator's guides and lesson plans;
- on-line mounting of 31 resources, including three editions of Career Paths;
- creation or support for the development of 12 websites, including BC WorkInfoNet, various local websites, community skills centres websites and industry specific and special interest websites;
- creation of five CD ROMs for various audiences, such as Career Gateways, and Xplore Science Careers;
- development and distribution of seven resource guides, annotated listings and inventories, including the brochure What's Key in Labour Market Information;
- production of 17 research papers, models and databases; and,
- delivery of 32 public forums, workshops and training sessions throughout the province, including 22 community based LMI seminars in the spring of 1998.

A preliminary evaluation of the initiative has highlighted the value of the information which is being produced – particularly in raising awareness of the value of labour market information for education, training and employment planning and decision-making. Also noted was the value of the working partnerships which have been developed. These partnerships have enhanced the initiative by:

- increasing understanding of the needs of various audiences; bringing additional expertise, broader perspectives and creativity to projects;
- adding credibility to the end product; and
- enhancing the ability to reach audiences that would not otherwise be reached.

Details on the strategic initiative, including a description of the products and services available, can be found at:

http://workinfonet.bc.ca/lmisi/jointcom/LMInfo/Index.htm

The skills centres around the province evolved according to the needs of the communities in which they are located. Community skills centres are community-driven. They are managed by volunteer boards representing a wide range of community agencies, interest groups and other stakeholders. Direct community involvement is the key to the decision-making process regarding the identification and assessment of training needs. It is important that the training programs meet the needs of business, industry, labour, equity groups, and the community economic development strategy.

Canada/B.C. Labour Market Information Strategic Initiative Supports Education, Training and Employment Planning and Decision Making

In partnership with Human Resources Development Canada, MAETT has participated since 1995/96 in the Labour Market Information Strategic Initiative (a joint federal/provincial initiative), together with a number of private sector partners, to increase the quantity and quality of career-related labour market information, and to better enable its use by a wide variety of partners and stakeholders in the career and occupational planning and decision making enterprise. Objectives of the initiative have been:

- to develop new sources of labour market information relevant to the career and occupational planning and decision making process;
- to produce new or enhanced information products which use available and new labour market information;
- to utilize new technologies which improve distribution of and/or improve access to career-related labour market information in new formats via new media;
- to support the formation of innovative community information partnerships to enable development and use of career-related information at the regional or sectoral level; and,
- to establish quality criteria for dissemination of career-related labour market information and standards and certification for its use by career practitioners.

Close to 100 projects have been funded through the initiative. These projects have resulted in:

- production and distribution of 26 LMI print resources;
- development and distribution of six facilitator's guides and lesson plans;
- on-line mounting of 31 resources, including three editions of Career Paths;
- creation or support for the development of 12 websites, including BC WorkInfoNet, various local websites, community skills centres websites and industry specific and special interest websites;
- creation of five CD ROMs for various audiences, such as Career Gateways, and Xplore Science Careers;
- development and distribution of seven resource guides, annotated listings and inventories, including the brochure What's Key in Labour Market Information;
- production of 17 research papers, models and databases; and,
- delivery of 32 public forums, workshops and training sessions throughout the province, including 22 community based LMI seminars in the spring of 1998.

A preliminary evaluation of the initiative has highlighted the value of the information which is being produced – particularly in raising awareness of the value of labour market information for education, training and employment planning and decision-making. Also noted was the value of the working partnerships which have been developed. These partnerships have enhanced the Initiative by:

- increasing understanding of the needs of various audiences; bringing additional expertise, broader perspectives and creativity to projects;
- adding credibility to the end product; and
- enhancing the ability to reach audiences that would not otherwise be reached.

Details on the strategic initiative, including a description of the products and services available, can be found at:

http://workinfonet.bc.ca/lmisi/jointcom/LMInfo/Index.htm

Providing Relevant Programs and Services

As highlighted in its mission statement, the ministry is committed to leading and supporting an education and training system which enables British Columbians to develop the skills and knowledge they need to realize their personal goals and to contribute to the economic, social and cultural life of the province.

The objective of ensuring that individuals are provided with education and training that is relevant to the demands of a changing economy and society and that will enhance current and future job opportunities is implicit in both the ministry's mission and plan, and in related strategic plans such as "Charting a New Course", the strategic plan for the B.C. college sector.

From this perspective, a primary focus in a review of the relevance of ministry programs and services will be on outcomes and results in terms of the acquisition of new capabilities, skills and knowledge on the part of individuals which contribute to improved labour market outcomes, a more efficient and effective labour market and a growing B.C. economy.

New Post-Secondary Degree Programs in 1997/98

	NEW DEGREE PROGRAMS		
	BACHELOR	MASTERS	DOCTORAL
Universities	2	6	1
University Colleges	8	–	–
Institutes	4	–	–
Agency	2	1	–

Twenty-four new degree programs were approved in the B.C. public post-secondary education system in 1997/98.

Source: MAETT

Degree and Non-degree Programs Respond to Economic and Social Needs

The new degree program approval process ensures that all new degree programs (bachelors, masters and doctoral) meet appropriate academic standards, are relevant and viable and contribute to the development of a successful economy and society.

All new degree programs offered by post-secondary education institutions in the province of British Columbia must be approved by the minister responsible for post-secondary education. Proposed new degree programs are reviewed by the ministry's internal review committee and by an external committee consisting of representatives from the B.C. public post-secondary system. During the year, twenty-four new degree programs were approved. Areas of concentration included environmental studies, health sciences, tourism and computer science.

Educational approval for new non-degree (certificate and diploma) programs is provided through the new non-degree program review process – a separate process from degree program review – within the ministry. Proposed new programs are reviewed by an internal committee, which looks at system co-ordination, institutional 'fit' with existing programs and expertise, labour market information, financial implications and cost-effectiveness and similar programs elsewhere in the system. Four new approved non-degree programs were funded in 1997/98: Industrial Electronics; Commercial Transport; Heating Technician; and Secondary Wood Processing.

Post-secondary Student Outcomes – Colleges and Institutes

Each year, former students of B.C.'s public colleges are surveyed regarding their educational experience, their perceptions of the value of that experience and their activities since leaving school. The 1997 results are based on input from 20,000 former students from 21 public B.C. colleges and institutes; this represents 67 per cent of the targeted 30,000 former students who completed all or a significant portion of their applied, arts and sciences and adult basic education programs.

When surveyed, 86 per cent of respondents were in the labour force. (The labour force includes people who are either working or actively looking for a job.)

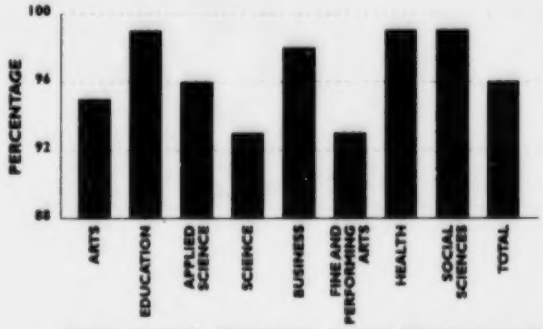
College and Institute Former Students: Labour Market Outcomes of Those in the Labour Force

Eighty-seven per cent of respondents in the labour force were employed. The labour force includes people who are either working or actively looking for a job.

Post-Secondary Student Outcomes – Universities

British Columbia 1991 university graduates were surveyed in 1996 regarding their experiences at university and since leaving school. Of graduates in the labour force, 96.2 per cent were employed. Employment rates for those in the labour force ranged from highs of 99 per cent and above for graduates from health and social programs, to employment rates at or about 93 per cent for science and fine and performing arts graduates.

Employment Status of University Graduates in the Labour Force, by Program



Employment rates for 1991 graduates surveyed in 1996 who were in the labour force varied from 93 per cent (fine and performing arts graduates) to 99 per cent (health and social sciences graduates).

Post-secondary Student Outcomes – Private Training Institutions

Initiated in 1996, the Private Training Outcomes Survey (PTOS) is an on-going follow-up survey designed to capture outcomes information from graduates of B.C. private training institutions. The outcomes survey data provide demographic information about the graduates, their employment outcomes, the relevance of their training and their level of satisfaction with their program.

Some key findings from the 2,601 graduates who participated in this research (during the period from September 1996 to August 1997) include:

- 63.6 per cent of trainees unemployed prior to enrolment were able to find a job within six months of graduation from their program;

- among those individuals who had found a new or different job six months after graduation from a PTI program, the estimated average salary for those individuals was approximately $21,314 per year; and
- in general, respondents were satisfied with the content of their program (71.1 per cent of graduates rated program content as 'good'), instruction received (71.2%) and learning materials provided (64.4%).

Combining Education and Work – Co-op Education

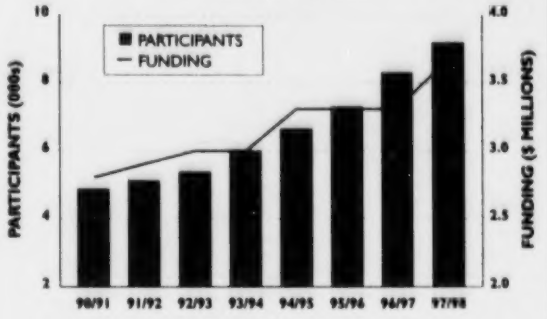
Co-operative education, introduced in the 1970s, bridges the gap between the worlds of study and work by combining a balanced program of full-time work experience with the study periods required for an academic discipline. In 1997/98, there were approximately 9,200 co-op students in B.C.

Twenty-two public post-secondary institutions offer co-op education in many program areas, including:

- administration/business;
- arts/fine arts;
- computing;
- environmental and natural resources;
- engineering;
- sciences;
- technologies (engineering, electronics, drafting etc.) and
- trades.

The success of co-op programs in integrating students into careers reflecting their field of study is illustrated by the programs' popularity. Co-op placements doubled each year between 1980 and 1985, doubled again between 1985 and 1988, and again between 1988 and 1991. Between 1995/96 and 1997/98, total placements grew by 26 per cent.

Post-Secondary Co-op Education in B.C.: Number of Participants and Funding, 1990/91 to 1997/98



Numbers of placements in post-secondary co-op educaton programs increased by 26 per cent, and funding increased by 12 per cent, from 1996/97 to 1997/98.

Source: *1997 B.C. College and Institute Student Outcomes Survey*

University Research Contributes to Economic and Employment Growth

More than 60 per cent of all fundamental and applied research carried out in B.C. takes place at the universities, in areas such as computer science, health care technology, food and packaging processes, wireless communication, robotics, climate change and biotechnology.

Of the more than $180 million in sponsored research support in B.C. universities, 80 per cent is estimated to come from sources other than the provincial government (e.g., the federal government and non-government sources).

Sponsored University Research Funding, 1997/98

	$ (000)				
SOURCE OF FUNDING	UBC	SFU	UVIC	UNBC	TOTAL
Provincial Grants	14,784	2,786	16,324[1]	1,627	35,521
Federal Grants	58,446	15,495	–	537	74,478
Gifts, Bequests and Non-Government Grants	51,255	4,872	3,278	1,219	60,624
Sales/Service	1,645	–	–	64	1,709
Other	6,703	502	2,169	–	9,374
TOTAL	132,833	23,655	21,771	3,447	181,706

[1] Includes federal and provincial grants.

Source: MAETT

It is estimated that approximately 6,000 individuals are supported, either full-time or part-time, by university research funds. Support is provided to hire highly skilled technicians and post-doctoral researchers and to augment graduate fellowships. Equipment is also obtained for highly specialized laboratories.

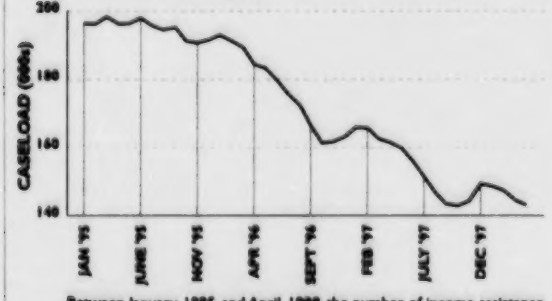
Each university has an industrial liaison office responsible for technology transfer licensing, patents and start-up companies. Spin-off companies in the province formed as a direct result of university research employ hundreds of British Columbians and attract millions of dollars in private investments.

Reducing Reliance on Income Support

An anticipated outcome of improving the ability of program participants to get jobs and maintain long-term employment is a reduction in the IA caseload. The growth in caseloads slowed in 1994 but increased sharply in the first half of 1995. In 1996, the B.C. government introduced new measures under the BC Benefits legislation which have since been effective in reducing the caseload.

For 1997/1998, there was a further five per cent decrease in the IA caseload. Moreover, just under 50 per cent of Youth Works and Welfare to Work clients moved into employment in that year. Another seven per cent of clients pursued post-secondary education.

B.C. Basic Income Assistance Caseload, January, 1995 to April, 1998
(excludes persons with disabilities and seniors)



Between January, 1995, and April, 1998, the number of income assistance cases (excluding persons with disabilities and seniors) declined by 27 per cent.

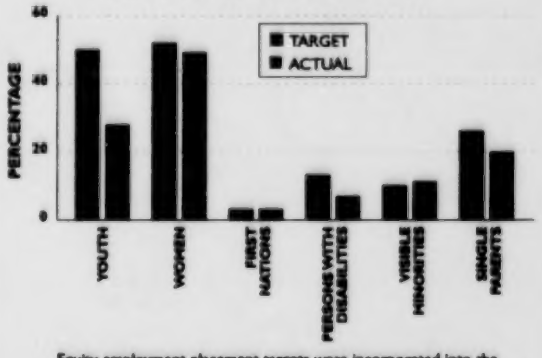
Source: Ministry of Human Resources

In addition, from February 1997 to February 1998 the percentage of long-term recipients in Youth Works dropped from eight per cent to under four per cent.

Workplace Based Training Program

Over the period November 1996 to March 1998, almost 4,500 clients were placed in employment through the Destinations, Business Works, BC Works, Training Works and Connections program components of the Workplace Based Training Program. The average wage for employment placements was $8.90 per hour.

Equity Employment Placement Targets: Workplace Based Training, November, 1996 to March, 1997



Equity employment placement targets were incorporated into the Workplace Based Training program from November, 1996 to March, 1997.

Source: MAETT

M121

IMPORTANT NOTE CONCERNING THE FOLLOWING PAGES

THE PAGES WHICH FOLLOW HAVE BEEN FILMED TWICE IN ORDER TO OBTAIN THE BEST REPRODUCTIVE QUALITY

USERS SHOULD CONSULT ALL THE PAGES REPRODUCED ON THE FICHE IN ORDER TO OBTAIN A COMPLETE READING OF THE TEXT.

REMARQUE IMPORTANTE CONCERNANT LES PAGES QUI SUIVENT

LES PAGES SUIVANTES ONT ÉTÉ REPRODUITES EN DOUBLE AFIN D'AMÉLIORER LA QUALITÉ DE REPRODUCTION

LES UTILISATEURS DOIVENT CONSULTER TOUTES LES PAGES REPRODUITES SUR LA FICHE AFIN D'OBTENIR LA LECTURE DU TEXTE INTÉGRAL

micromedia
a division of IHS Canada

20 Victoria Street
Toronto, Ontario M5C 2N8
Tel.: (416) 362-5211
Toll Free: 1-800-387-2689
Fax: (416) 362-6161
Email: info@micromedia.on.ca

Partnering Employability Programs with Other Governments

The governments of British Columbia and Canada entered into a joint agreement on April 25, 1997 to co-manage federal labour market programs in B.C. They work together to design and manage employment benefits and support measures (EBSMs) and to operate the national employment services. EBSMs are federal programs designed to assist individuals to prepare for, obtain and maintain employment, resulting in savings to the employment insurance (EI) account. As of 1997-98, there were four employment benefits available –job creation partnerships, targeted wage subsidies, self-employment and training purchases. There were also two support measures available – employment assistance services and local labour market partnerships.

Targets established for fiscal year 1997/98 included service to just under 69,000 employment insurance (EI) clients, of whom 26,000 would be mutual clients (both employment insurance and income assistance (IA) clients) with employment returns of 25,008 and savings to the EI account (unpaid EI) of $117.4 million. (It should be noted that a considerable but unspecified portion of the employment returns and unpaid EI targets reflect the activities of clients who pre-date the LMDA.)

An early evaluation of the LMDA identified the following outcomes for clients:

- 23 per cent took further training – almost one-half as a result of their EBSM.
- 75 per cent had been employed since their EBSM ended (as compared to 69 per cent of comparison group members).
- While participants were more likely to be employed than comparison group members, they tended to have lower average weekly earnings.
- Forty per cent had received employment insurance (EI) since their EBSM ended (versus 37 per cent of comparison group members), while nine per cent had received income assistance (IA) (versus five per cent of comparison group members).

Paying at least part of the costs of training does not appear to reduce dependence on EI and IA in the short term, even though those who paid at least part of the costs of their training placed more importance on being independent from EI and IA than other clients.

Forum of Labour Market Ministers Focuses on More Efficient Labour Markets

As the ministry responsible for labour market matters, MAETT has been an active participant in and contributor to the activities of the Forum of Labour Market Ministers (FLMM). The FLMM brings together federal, provincial and territorial ministers with labour market responsibilities to address pan-Canadian or inter-provincial labour market issues.

Work plan activities of the FLMM include:

- establishment of cross-Canada labour market priorities and opportunities;
- development of a youth employment strategy;
- implementation of labour market development agreements;
- research on skills shortages and adjustment issues;
- analysis of gaps in client services;
- implementation of labour mobility components of the Agreement on Internal Trade;
- production and distribution of labour market information; and
- reviews of Aboriginal labour market issues.

B.C. has assumed provincial lead responsibilities in a number of areas, including skills adjustment, labour market information and labour mobility. Together with other jurisdictions, B.C.'s goal is to ensure that individuals, businesses and governments have the right kind of information to support effective human resource planning and decision making – from education for future jobs to finding work in another province – to contribute to a more smoothly functioning labour market.

Partnering Employability Programs with Other Governments

The governments of British Columbia and Canada entered into a joint agreement on April 25, 1997 to co-manage federal labour market programs in B.C. They work together to design and manage employment benefits and support measures (EBSMs) and to operate the national employment services. EBSMs are federal programs designed to assist individuals to prepare for, obtain and maintain employment, resulting in savings to the employment insurance (EI) account. As of 1997-98, there were four employment benefits available –job creation partnerships, targeted wage subsidies, self-employment and training purchases. There were also two support measures available – employment assistance services and local labour market partnerships.

Targets established for fiscal year 1997/98 included service to just under 69,000 employment insurance (EI) clients, of whom 26,000 would be mutual clients (both employment insurance and income assistance (IA) clients) with employment returns of 25,008 and savings to the EI account (unpaid EI) of $117.4 million. (It should be noted that a considerable but unspecified portion of the employment returns and unpaid EI targets reflect the activities of clients who pre-date the LMDA.)

An early evaluation of the LMDA identified the following outcomes for clients:

- 23 per cent took further training – almost one-half as a result of their EBSM.
- 75 per cent had been employed since their EBSM ended (as compared to 69 per cent of comparison group members).
- While participants were more likely to be employed than comparison group members, they tended to have lower average weekly earnings.
- Forty per cent had received employment insurance (EI) since their EBSM ended (versus 37 per cent of comparison group members), while nine per cent had received income assistance (IA) (versus five per cent of comparison group members).

Paying at least part of the costs of training does not appear to reduce dependence on EI and IA in the short term, even though those who paid at least part of the costs of their training placed more importance on being independent from EI and IA than other clients.

Forum of Labour Market Ministers Focuses on More Efficient Labour Markets

As the ministry responsible for labour market matters, MAETT has been an active participant in and contributor to the activities of the Forum of Labour Market Ministers (FLMM). The FLMM brings together federal, provincial and territorial ministers with labour market responsibilities to address pan-Canadian or inter-provincial labour market issues.

Work plan activities of the FLMM include:

- establishment of cross-Canada labour market priorities and opportunities;
- development of a youth employment strategy;
- implementation of labour market development agreements;
- research on skills shortages and adjustment issues;
- analysis of gaps in client services;
- implementation of labour mobility components of the Agreement on Internal Trade;
- production and distribution of labour market information; and
- reviews of Aboriginal labour market issues.

B.C. has assumed provincial lead responsibilities in a number of areas, including skills adjustment, labour market information and labour mobility. Together with other jurisdictions, B.C.'s goal is to ensure that individuals, businesses and governments have the right kind of information to support effective human resource planning and decision making – from education for future jobs to finding work in another province – to contribute to a more smoothly functioning labour market.

Industry Training and Adjustment Programs Results in 1997/98

Program for Older Worker Adjustment (POWA)

POWA was a joint federal/provincial program that provided income support for unemployed workers aged 55 to 64 who were laid off in a major permanent downsizing or closure and had few prospects for re-employment even after retraining. The Canada/British Columbia POWA committee recommended layoffs for designation under POWA and determined eligibility of affected workers under the program. The monthly annuities were delivered in partnership with the private sector through a tendering process. Over 190 older workers were approved for annuities in 1997/98, prior to the program's termination in March, 1998.

Forest Worker Employment and Training

Industry Training and Adjustment (ITA) provided direct assessment and training services to over 600 workers in the forestry sector from April to September, 1997. While this is a Forest Renewal BC program, ITA provides training and assessment services to displaced or at-risk forest workers, preventing many of them from having to file income assistance claims.

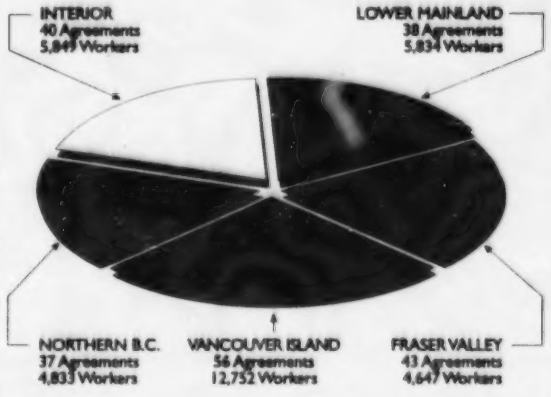
Employment Transition Services

Employment transition services and temporary centres were established for workers displaced in the workplace due to plant closures or major layoffs. These services were cost-shared with the employer, HRDC, and the province through the Industrial Adjustment Services (IAS) program.

Industrial Adjustment Services

In 1997/98, the ministry entered into 214 regionally initiated IAS agreements providing direct services to 33,915 workers. At the sector level, 26 sectoral agreements were initiated with a potential to affect 239,884 workers in emerging fields such as software technology, the film sector, private investigation and the hospitality industry.

Distribution of Regional IAS Agreements, with Number of Agreements and Workers Affected, 1997/98



Distribution of regional IAS agreements reflects the number of agreements in primary (logging and forestry, and fishing and trapping) and resource manufacturing sectors.

Quality, Satisfaction and Accountability

Government interest in financial accountability (as epitomized by the financial audit) and on legislative compliance (the degree to which programs meet the letter of the enabling legislation and related controls) is increasingly being widened to include a focus on outputs, outcomes and results of program activity.

This focus is concerned with program performance and results – what a program is doing (what are the outputs), and how well it is doing (what are the outcomes) in meeting its intended objectives and targets. Such a perspective is deeply embedded in new performance management and accountability initiatives emerging for both the post-secondary and skill development divisions within the ministry.

Student Perception of Education

British Columbia college students are surveyed about their educational experiences and outcomes. The *1997 B.C. College and Institute Student Outcomes Survey Report* found that 84 per cent of surveyed students were 'completely' or 'mainly' satisfied with their studies. A further 86 per cent 'completely' or 'mostly' met their objective for enrolling in post-secondary training. Of those interviewed, 77 per cent were employed and 55 per cent of those in the labour force were in training-related jobs. Eighty four per cent of respondents from applied programs found their training to be 'somewhat' or 'very' useful to them.

In other surveys, the ministry has found a perception gap between youth and employers. Youths who received skills training perceived employers as looking for technical skills, while employers indicated they were seeking general problem-solving and personal skills.

MAETT and the Council of Ministers of Education, Canada (CMEC)

The ministry has continued to be responsible for providing policy advice and support for CMEC activities. The CMEC plays a vital role in linking elementary, secondary and post-secondary educational issues. In addition to such activities as the *Report on Education in Canada*, which focused on student transitions, and the development of science learning outcomes, school achievement indicators and related system performance statistics, CMEC began development of a set of generic expectations for post-secondary education. B.C.'s Minister of Education was chair of CMEC from September 1997 to September 1998.

Skills Development Programs Clients

The BC Benefits Longitudinal Research Project was established to gain an understanding of income assistance clients and employability programming. This long-term research gathers historical information on Youth Works and Welfare to Work clients to better understand the impact of employability programming on them.

Twenty-nine per cent of clients surveyed in July, 1997 found the government-sponsored information session designed to help clients with resumé writing and job-search skills to be helpful. Fifty-two per cent of clients found that the government-sponsored job search package they received was useful.

Over 90 per cent of panelists (individuals who began or resumed receiving income assistance in January or February, 1996) who had recently taken an employment training course found it to be helpful or very helpful.

Quality, Satisfaction and Accountability

Government interest in financial accountability (as epitomized by the financial audit) and on legislative compliance (the degree to which programs meet the letter of the enabling legislation and related controls) is increasingly being widened to include a focus on outputs, outcomes and results of program activity.

This focus is concerned with program performance and results – what a program is doing (what are the outputs), and how well it is doing (what are the outcomes) in meeting its intended objectives and targets. Such a perspective is deeply embedded in new performance management and accountability initiatives emerging for both the post-secondary and skill development divisions within the ministry.

Student Perception of Education

British Columbia college students are surveyed about their educational experiences and outcomes. The *1997 B.C. College and Institute Student Outcomes Survey Report* found that 84 per cent of surveyed students were 'completely' or 'mainly' satisfied with their studies. A further 86 per cent 'completely' or 'mostly' met their objective for enrolling in post-secondary training. Of those interviewed, 77 per cent were employed and 55 per cent of those in the labour force were in training-related jobs. Eighty four per cent of respondents from applied programs found their training to be 'somewhat' or 'very' useful to them.

In other surveys, the ministry has found a perception gap between youth and employers. Youths who received skills training perceived employers as looking for technical skills, while employers indicated they were seeking general problem-solving and personal skills.

MAETT and the Council of Ministers of Education, Canada (CMEC)

The ministry has continued to be responsible for providing policy advice and support for CMEC activities. The CMEC plays a vital role in linking elementary, secondary and post-secondary educational issues. In addition to such activities as the *Report on Education in Canada*, which focused on student transitions, and the development of science learning outcomes, school achievement indicators and related system performance statistics, CMEC began development of a set of generic expectations for post-secondary education. B.C.'s Minister of Education was chair of CMEC from September 1997 to September 1998.

Skills Development Programs Clients

The BC Benefits Longitudinal Research Project was established to gain an understanding of income assistance clients and employability programming. This long-term research gathers historical information on Youth Works and Welfare to Work clients to better understand the impact of employability programming on them.

Twenty-nine per cent of clients surveyed in July, 1997 found the government-sponsored information session designed to help clients with resumé writing and job-search skills to be helpful. Fifty-two per cent of clients found that the government-sponsored job search package they received was useful.

Over 90 per cent of panelists (individuals who began or resumed receiving income assistance in January or February, 1996) who had recently taken an employment training course found it to be helpful or very helpful.

Small Business Training Partnership

As part of the Industrial Training and Adjustment program evaluation, a survey of Small Business Training Partnership program participants found that 77 per cent of respondents who completed the training felt that their training expectations were well met.

Workplace Based Training Program

An evaluation of Workplace Based Training program participants and employers, examining contracts as far back as October, 1996, found that 81 per cent of participants were satisfied with the pre-placement training they received. Most (72%) of the placed participants who were able to find employment said that the training received through the WBT program enhanced their ability to get a job in the future. In addition, 81 per cent of employers were ultimately satisfied with the brokering services of the program and would use it again. The majority of employers (86%) indicated that the employment experience that their employees received would help the participants get jobs in the future.

New Client Tracking System for BC Benefits

The Skills, Training and Accountability Registry (STAR) project was launched in February, 1997. STAR is a management information system for tracking BC Benefits clients receiving services from training consultants in 62 field offices around the province. It is designed to replace the older Client Tracking and Compliance (CTAC) system.

The goal of STAR for 1997/98 (Phase 1) was to move the ministry to a more flexible hardware and database platform that would support the Skills Development Division's computer information requirements and to meet the accountability needs of the division. Many reports will be generated from STAR, including financial summaries, caseload management reports and statistical reports. The first phase of STAR will be developed and implemented by June 1998.

Labour Market Development Agreement Programs

An evaluation of the Labour Market Development Agreement found that a majority of the participants gave a positive rating. More than three-quarters (79%) rate their training and supports measures as 'five' or more on a seven-point scale where one means 'very unsatisfied' and seven means 'very satisfied'. The average rating given to the EBSMs by these participants is 5.6.

Public Perceptions of Post-secondary Education

Internal ministry polling in 1997/98 found that the general public was satisfied with the quality of post-secondary education in British Columbia. However, public concern was expressed about affordability, access and federal funding cuts. The public strongly supported the cross-provincial freeze of tuition levels and the creation of new spaces at post-secondary institutions.

British Columbians' concerns were consistent with national public education concerns. A national poll conducted in February 1998 found 79 per cent gave 'high priority' to education as a federal expenditure priority. The federal government has traditionally provided transfer funding for post-secondary, rather than elementary/secondary education. British Columbia has repeatedly expressed concern about these cuts to the Canada Health and Social Transfer payments.

The 1997 Maclean's annual ranking of universities found that, based on a reputational survey conducted by Maclean's of high school counsellors, academic administrators and CEOs of major corporations, the University of British Columbia was Canada's top-ranked university. In the same ranking, the University of Victoria and Simon Fraser University were ranked third and fourth respectively 'best overall' for Canada.

Small Business Training Partnership

As part of the Industrial Training and Adjustment program evaluation, a survey of Small Business Training Partnership program participants found that 77 per cent of respondents who completed the training felt that their training expectations were well met.

Workplace Based Training Program

An evaluation of Workplace Based Training program participants and employers, examining contracts as far back as October, 1996, found that 81 per cent of participants were satisfied with the pre-placement training they received. Most (72%) of the placed participants who were able to find employment said that the training received through the WBT program enhanced their ability to get a job in the future. In addition, 81 per cent of employers were ultimately satisfied with the brokering services of the program and would use it again. The majority of employers (86%) indicated that the employment experience that their employees received would help the participants get jobs in the future.

New Client Tracking System for BC Benefits

The Skills, Training and Accountability Registry (STAR) project was launched in February, 1997. STAR is a management information system for tracking BC Benefits clients receiving services from training consultants in 62 field offices around the province. It is designed to replace the older Client Tracking and Compliance (CTAC) system.

The goal of STAR for 1997/98 (Phase 1) was to move the ministry to a more flexible hardware and database platform that would support the Skills Development Division's computer information requirements and to meet the accountability needs of the division. Many reports will be generated from STAR, including financial summaries, caseload management reports and statistical reports. The first phase of STAR will be developed and implemented by June 1998.

Labour Market Development Agreement Programs

An evaluation of the Labour Market Development Agreement found that a majority of the participants gave a positive rating. More than three-quarters (79%) rate their training and supports measures as 'five' or more on a seven-point scale where one means 'very unsatisfied' and seven means 'very satisfied'. The average rating given to the EBSMs by these participants is 5.6.

Public Perceptions of Post-secondary Education

Internal ministry polling in 1997/98 found that the general public was satisfied with the quality of post-secondary education in British Columbia. However, public concern was expressed about affordability, access and federal funding cuts. The public strongly supported the cross-provincial freeze of tuition levels and the creation of new spaces at post-secondary institutions.

British Columbians' concerns were consistent with national public education concerns. A national poll conducted in February 1998 found 79 per cent gave 'high priority' to education as a federal expenditure priority. The federal government has traditionally provided transfer funding for post-secondary, rather than elementary/secondary education. British Columbia has repeatedly expressed concern about these cuts to the Canada Health and Social Transfer payments.

The 1997 Maclean's annual ranking of universities found that, based on a reputational survey conducted by Maclean's of high school counsellors, academic administrators and CEOs of major corporations, the University of British Columbia was Canada's top-ranked university. In the same ranking, the University of Victoria and Simon Fraser University were ranked third and fourth respectively 'best overall' for Canada.

Looking Forward

Ministry Priorities in 1998/99

The creation of a separate ministry responsible for post-secondary education, training and technology has enabled the government to focus its energies in the area of advanced education, in training and in technology, and to achieve a linkage and efficiency between B.C.'s advanced education system and the new economy and the new jobs which are being created. When individuals acquire the right education and skills to be competitive in today's labour market, they benefit both themselves and the provincial economy.

Priority objectives of The Ministry of Advanced Education, Training and Technology in 1998/99 are to continue to develop B.C.'s comparative advantage in the emerging global, knowledge-based economy by investing in the province's most valuable resource – its citizenry. With this comes the responsibility for 'protecting education' and the requirement to effectively manage and be accountable for the funding, planning and co-ordination of the advanced education and training system in the province.

In setting its goals and strategies for 1998/99, the Ministry will be focusing on:

- ensuring equitable access to advanced education and training;
- enhancing the relevance and quality of that advanced education and training;
- contributing to employment opportunities for British Columbians;
- encouraging greater flexibility within the system; and
- managing the advanced education system in a responsible and responsive manner.

The 1998/99 annual report will again report on the mandated activities of the new ministry, on the outcomes of those activities and on their results in terms of the ministry's stated priorities and objectives.

Appendix 1: Glossary

Accreditation
A process which recognizes an institution or program as maintaining standards that qualify graduates for admission to higher or more specialized institutions or for professional practice.

Adult Basic Education (ABE)
Programs that provide adult learners with basic life skills, literacy, numeracy, language skills, high school equivalency and/or prerequisites for entry into post-secondary education or the job market. Both colleges and school districts offer these programs.

Advanced Placement
Entering a program at a point beyond which a learner would normally begin studies, through obtaining course credit for skills and knowledge gained prior to application to the program.

Bachelor Degree
A program normally taking four years of full-time study to complete. Many offer options in particular disciplines as well as a more specialized honours option. Degree granting universities, university colleges and institutes award these degrees.

Basic Income Assistance
Basic income assistance includes all recipients of basic BC Benefits except for disabled persons, children living in the home of a relative, seniors aged 65 and over and Aboriginal people living on reserves.

Beneficiaries (Skills Development)
The total of all individuals who are benefiting from income support payments. This includes the recipients, spouse, children and other dependants.

BC Benefits
See Income Assistance.

BC Benefits Legislation
A group of Acts that replaced the *Guaranteed Available Income for Need (GAIN) Act*. Together, the acts serve to implement and authorize the BC Benefits program.

BC Benefits Longitudinal Research Project
This project was established to gain an understanding of new entrants to BC Benefits assistance and their flow through forms of Youth Works, income assistance, employment and training over an extended period of time, to contribute to an improved understanding of their dependency on income assistance. The project comprises two components: a longitudinal survey or panel component and an administrative tracking component. It will track a number of income assistance entrants using interviews for two years and analysing administrative records for a five-year period.

British Columbia Council on Admissions and Transfer (BCCAT)
The mandate of the British Columbia Council on Admissions and Transfer (BCCAT) is to facilitate admission, articulation and transfer arrangements among the colleges, university colleges, institutes and the Open Learning Agency, and the universities. Specifically, the council, in co-operation with post-secondary institutions, develops policies that facilitate transferability of post-secondary credit courses so that credit can be applied toward baccalaureate degrees in degree-granting institutions.
The council fulfils its mandate through leadership and co-ordination of activities bringing together institutional representatives. The resulting co-operation in the planning and administration of programs and admissions policies helps to ensure an accessible and responsive system.

B.C. Student Assistance Program (BCSAP)
A comprehensive set of financial aid programs designed to assist post-secondary students who demonstrate financial need. Major components are the Canada Student Loans, B.C. Student Loans, B.C. Grants, and B.C. Loan Remission programs.

Career Bridges, Career Ladders
See Ladders/Bridges

Cases (Skills Development)
Single persons and families that have received a positive benefit for the current month. Each single person, family or couple counts as one case.

Certificate
Usually involves one year or less of study. Certificates are awarded at colleges, university colleges, institutes and universities.

Charting a New Course
A strategic plan developed by representatives of the college, institute and agency system in collaboration with the Ministry of Education, Skills and Training. The plan was released in September 1996, and identifies four system goals of relevance and quality, access, affordability and accountability.

College, Institute and Agency System
The public system of community colleges, university colleges, provincial institutes, and the Open Learning Agency which, in addition to the six provincial universities, delivers public post-secondary education and training in British Columbia. The system provides a comprehensive range of post-secondary programs, from adult basic education/developmental learning and skills training/upgrading to vocational and technical training, academic and university transfer programs and associate and baccalaureate degrees. In all components of the system, excellence in teaching and learning is maintained by ensuring faculty are engaged in continuing professional development, including scholarly activity. Scholarly activity consists of such things as curricular development, developing industry partnerships, applied research, improving professional leadership and/or academic research related to the faculty member's field of expertise.

Community Colleges
Public community colleges provide a comprehensive range of post-secondary options in a flexible, accessible and supportive learning environment. Courses and programs lead to certificates, diplomas and associate degrees in the areas of vocational, career/technology, trades and academic studies. It should be noted that a large number of learners complete first- and/or second-year university courses at community colleges and transfer to university for degree completion. Community colleges also offer developmental programs that provide opportunities to upgrade skills and qualifications for entry into other programs, programs that provide accommodation for special-needs learners, continuing education courses and programs that facilitate training and retraining for those in the work place. While being responsible for meeting a range of both local and provincial post-secondary requirements, community colleges often provide unique programs tailored to local community characteristics and training needs.

Community Skills Centres (CSCs)
A network of institutions that works with public and private training providers and uses educational technologies to meet the training and education needs of their respective communities. CSCs are jointly funded by the provincial and federal governments and are managed by volunteer community boards, with representation from business, labour, equity groups, public and private education providers and local government.

Continuing Education
An education program offered by both the secondary and post-secondary education system for leading to life-long learning including diverse purposes such as labour force development, high school completion, the upgrading of a current graduation certificate, cross-cultural learning, public service and social responsibility in the community and general interest education.

Council of Ministers of Education (CMEC)
CMEC is the national voice for education in Canada. Through CMEC, provincial and territorial ministers responsible for education consult and act on matters of mutual interest, as well as work with national education organizations and the federal government. CMEC also represents the education interests of the provinces and territories internationally.

Course Completion
Completion of a registered course resulting in a final grade of pass or better.

Co-operative Education
Education programs that include one or more work experience components that may be assessed for credit toward program completion.

Credentials
Certificates, diplomas, degrees, associate degrees and advanced diplomas awarded for a course or program that has a minimum of 60 student contact hours of instruction or course hour equivalent activity and an evaluative component.

Distance Education Distributed Education
Course work that takes place without a requirement for the learner to be physically present in a traditional classroom setting. Instruction occurs through correspondence, telecommunications, or other electronic media and is provided throughout the year, permitting schedule flexibility. Distance education courses are available to public and non-public school students at the elementary, secondary and post-secondary levels.

Diploma
Normally involves two years of study in a career, technical, or academic program. Diplomas are awarded at college, university colleges, institutes and universities.

Doctoral Degree
Involves course work and original research that must be written as a thesis and successfully defended. Admission to a doctoral program usually requires completion of a master's degree or a bachelor's degree with special qualifications. Only universities award doctoral degrees.

Dual Credit
Credit for secondary school graduation that is also recognized for transfer of credit in courses and programs in post-secondary institutions.

Educational Costs (Post-secondary)
Costs directly related to a post-secondary student's study period. Such costs include tuition, books, supplies, compulsory fees payable to the institution and obligatory in connection with the course of study, such as admission fees, student society fees, student services fees, fees for examinations, transportation for attending studies, daycare and exceptional education costs (e.g., expenses for field trips, practicums).

Employability Programs (Skills Development)
Employability programs are available to clients after completing seven months of independent job search and two months of assisted job search. They include independent job search activities, training and employment assessment, job readiness, basic education, workplace-based training, and self-employment readiness. These programs focus on addressing a participant's skill and experience gaps so that the client can secure and maintain employment.

Employability Skills
Includes generic skills, qualities, competencies, attitudes, and behaviours that employers are looking for in new employees.

Employable (Skills Development)
A case is considered employable if the income assistance recipient is presently capable of working at a job.

Employment Benefits and Support Measures (EBSMs)
EBSMs are federal programs designed and co-managed under the joint federal-provincial Labour Market Development Agreement. EBSMs assist individuals to prepare for, obtain and maintain employment and result in savings to the employment insurance (EI) account. As of 1997-98, there were four employment benefits available – job creation partnerships, targeted wage subsidies, self-employment and training purchases. There were also two support measures available – employment assistance services and local labour market partnerships.

Employment Insurance Act
The federal act that governs income support and employment assistance for eligible unemployed people.

English as a Second Language (ESL) Program
Programs in the post-secondary system designed to improve the English skills of non-native speakers. Also referred to as English Language Training (ELT) programs.

Equity Groups
In this report, equity groups are considered to be people of Aboriginal descent, people of visible minorities, people with disabilities, and women.

Equivalency
The process of receiving credit for a ministry authorized or locally developed Grade 11 or Grade 12 course, based upon documented achievement of learning outcomes from a course or program from another institution or jurisdiction.

External Credentials
See Prior Learning Assessment

Forum of Labour Market Ministers
The Forum of Labour Market Ministers (FLMM) was established in 1983. The rationale for having a federal/provincial labour market forum comes from the ongoing need to have inter-jurisdictional discussion and co-operation on labour market issues. Ministers have adopted the following objectives as the mandate for the FLMM:

- To promote inter-jurisdictional co-operation on labour market issues and to provide a forum to establish and meet common goals.
- To promote a highly skilled workforce with portable qualifications through the development and expansion of interprovincial standards.
- To facilitate Canada's adaptation to changes in economic structure and skill requirements.
- To provide an inter-jurisdictional link to participatory structures such as labour force development boards.

Full-Time Equivalent (FTE) Student/Learner
For post-secondary: a unit which represents all full- and part-time enrolments, converted to the equivalent number of students carrying a full-time course load.

General Educational Development Tests (GED)
GED testing is available to adult residents of British Columbia who have been out of a school system for one year and who have not graduated from high school or equivalent. The GED is a set of five multiple-choice tests in the areas of writing skills, social studies, science, literature and the arts, and mathematics. A successful candidate will receive a British Columbia Secondary School Equivalency Certificate. Certificate holders may qualify for a better job or for entry to some post-secondary education and training programs where the certificate is accepted in lieu of secondary school graduation.

High Technology Sector
A sector of industry that focuses on the production of high technology goods and services as ultimate outputs. This definition considers the high technology outputs of various standard industries, their level of research activity, their representation in existing lists of high technology companies, and the opinions of an expert panel drawn from government, university and the private sector.

Human Resource Development Canada (HRDC)
A federal department that offers a range of programs designed to help youth and adults obtain and keep long-term employment. It includes various employment benefits and measures under the *Employment Insurance Act*, the Labour Market Development Agreement, the Youth Initiative, Transitional Jobs Fund and other programs.

Income Assistance (IA)
BC Benefits assistance provided to individuals and families whose resources in the current month are inadequate to meet their needs and who have exhausted other avenues of support. Assistance for adults is provided under the *BC Benefits (Income Assistance) Act* and for youth under the *BC Benefits (Youth Works) Act*. Assistance for persons with disabilities is provided under the *Disability Benefits Program Act*.

Independent Job Search (IJS)
Phase 1 of the Youth Works and Welfare to Work programs, occurring in months one to seven after an individual begins receiving living allowance benefits. Programs are focused on self-directed job search information.

Industrial Adjustment Service (IAS)
The Industrial Adjustment Service is a joint federal/provincial program that acts as a catalyst to bring employer and employee (union or non-union) representatives together in a joint committee structure. IAS assists employers and employees to jointly research, develop and implement action plans to deal with problems such as assisting people to re-enter the labour market after significant layoffs and closures or to adjust to changes in technology and markets.

Industrial Training and Apprenticeship Commission (ITAC)
On November 28, 1997, the Industrial Training and Apprenticeship Commission was created as an independent vehicle to encourage growth and change in apprenticeships. ITAC seeks to:

- create a training and apprenticeship system that is relevant, accessible and responsive to industry's needs;
- identify, monitor and assess the needs of the B.C. labour market;
- expand the number of skilled people in designated trades and occupations;
- increase the proportion of under-represented groups in designated trades and occupations;
- integrate education and training systems to ensure a smooth transition between school and workplace;
- promote and encourage continuous upgrading and lifelong learning;
- develop and expand a system of provincially recognized credentials;
- ensure the efficient and effective use of resources in the industry training and apprenticeship system.

Industry Training and Adjustment Programs (ITA)
Programs that bring employers and employees together to protect jobs, improve training programs, and enhance competitiveness. ITA program co-ordinators work closely with individual businesses, workers, industry associations, unions and communities to establish adjustment strategies that anticipate and respond to changes in the workplace.

Information Science and Technology Agency (ISTA)
ISTA has responsibility for the development and growth of all aspects of science and technology in B.C. It leads the B.C. government's efforts to:

- strengthen the economy through the development and application of technology.
- connect British Columbians through universal, affordable access to networks and the services delivered over those networks.
- transform government program and service delivery through the management and use of information and technology.

The agency, created on November 7, 1996, comprises 3 divisions: the Information Management and Corporate Policy Division; the Information Technology Services Division; and the Science, Technology and Telecommunications Division.

Institution Based Training (IBT)
Institution Based Training support services and/or expanded capacity programming are delivered through colleges and university colleges as well as BCIT, Nicola Valley Institute of Technology and the Native Education Centre. The program's focus is to provide support services to increase Youth Works and Welfare to Works (YW/WTW) student recruitment, retention and successful completion of basic education or post-secondary education studies.

Job Readiness Programs
A sub-group of integrated, project-based Youth Works or Welfare to Works employability programs that address multiple employment needs.

Job Skills
Skills required to be successful in the work force, including basic communication and writing skills, problem-solving, organizational skills, mathematical skills, computer skills, personal management and teamwork skills.

Key Performance Indicators (Post-secondary)
A defined set of statistics derived from consistent data collection, used to assess the results of current practices and determine necessary adjustments.

Knowledge Network
A component of the Open Learning Agency (OLA) that offers educational and informative television programming, including formal curriculum-based programs for K-12 students, teachers, parents and post-secondary students which focus on social and cultural awareness and assist in delivering community education and general education programs for children and adults. The Knowledge Network also provides information regarding labour market opportunities and post-secondary programs available across the provincial education system.

Ladders/Bridges
Development of courses, learning outcomes and/or basic competencies to provide a seamless transition from one level of education to the next by reduction of overlap or gaps between programs of study at each level.

Labour Force
The civilian population aged 15+ who are either employed or unemployed (the latter includes those actively seeking employment or on temporary layoff).

Labour Market Development Agreement (LMDA)
The Labour Market Development Agreement is a joint federal-provincial agreement signed on April 25, 1997. The agreement provides for shared responsibility for the employment benefits and support measures that are available under Part II of the federal *Employment Insurance Act*. The LMDA is a co-managed framework that commits both partners to collaborating on the critical task of assisting people not currently in the labour market to move into productive and self-sufficient activities.

Labour Market Information (LMI)
Labour market information is information that helps the labour market work, such as information that facilitates the matching of labour market supply and demand. LMI includes demographic, social, economic, and industrial information on current and future labour market demand, characteristics of the labour market supply, and conditions that may affect the interaction of the two.

Masters Degree
Attaining a masters degree normally takes two years of study and may involve research or writing a thesis. Admission usually requires completion of a bachelor degree. Only universities award masters degrees.

Office for Disability Issues (ODI)
The Office for Disability Issues is a policy and planning office rather than a program and client-service office. The Office for Disability Issues is responsible for facilitating an enhanced relationship among the provincial government, other governments, persons with disabilities, their families, allies and supporters, communities of persons with disabilities and organizations of, and representing, persons with disabilities. The advocacy role of the ODI and the strategy is one which ensures that the interests of the disability community are voiced when policies, programs or legislation that will impact on the disability community or some part of the community are being prepared.

Open Learning Agency (OLA)
The Open Learning Agency provides open learning education province-wide and internationally. The OLA offers a range of college- and university-level programs leading to certificates, diplomas and degrees, and works in partnership with other post-secondary institutions to provide distance learning. OLA operates the Knowledge Network, which has a mandate to provide educational programming to the general public, and works with the province's educational institutions to deliver formal instruction by means of television. OLA also co-ordinates such functions as the International Credential Evaluation Service and the educational 'Credit Bank', which assesses and gives credit for previous formal and non-formal learning. The OLA also actively leads the way in finding innovative uses for advanced information technology in education.

Open University (OU)/Open College (OC)
Components of the Open Learning Agency (OLA) that offer a range of baccalaureate and graduate degree programs, and diplomas and certificates in collaboration with provincial and international partner institutions. Courses are provided through the Open Learning Agency and are delivered on-line, and by mail, telephone, teleconferencing, and video-conferencing. Tutor support is provided for provincial programming.

Persons with Disabilities
For the purposes of the *BC Benefits (Disability Benefits Program) Act*, a person with a disability is a person, aged 18 or over, who, as a direct result of a severe mental or physical impairment, requires extensive assistance or supervision to perform daily tasks in a reasonable time, or requires unusual and continuous monthly costs for transportation, special diets, or other unusual but essential and continuous needs. The impairment must be confirmed by a medical practitioner and be likely to either continue for at least two years or continue for at least one year and recur. Persons who were designated as "handicapped" under the former *BC Benefits (Income Assistance) Act* are included in this definition.

Personal Education Number (PEN)
A permanent, unique identification number that is assigned to each student in the K-12 system and in the post-secondary system. PENs are used to generate statistics about student achievement and transition between grades, districts, institutions and systems.

Post-secondary Education (PSE)
Education and training provided at the post-secondary education level. This includes training at colleges, institutes, universities, and university colleges (i.e., vocational as well as academic programs).

Post-secondary Education Participation Rate
The proportion of an eligible cohort that was involved in an educational activity.

Post-secondary Education (PSE) System
The publicly-funded system of universities, community colleges, university colleges, provincial institutes, and the Open Learning Agency that delivers public post-secondary education and training in British Columbia.

Prior Learning Assessment (PLA)
Assessment by some valid and reliable means, by a qualified specialist, of what has been learned through non-formal education, training, or experience that is worthy of credit in a course of programs offered by the institution providing credit.

Program for Older Worker Adjustment (POWA)
A recently discontinued joint federal/provincial program that provided income support for older unemployed workers.

Provincial Institutes
Provincial Institutes are organized in relation to career, vocational and technical specialties. For the most part, these institutes provide unique, career-related programs intended to offer a distinct education and training focus different from other post-secondary institutions. They have a mandate to maintain a leading edge in their respective fields and creatively serve a province-wide market. They offer a range of credentials, including certificates, diplomas and, in some cases, degrees, as well as offering developmental, continuing education and workplace-based training and retraining. B.C.'s provincial institutes include Open University/Open College, Nicola Valley Institute of Technology, Justice Institute of B.C., Institute of Indigenous Government, Emily Carr Institute of Art and Design and B.C. Institute of Technology.

Provincial Learning Network
A province-wide telecommunications network which connects schools in the K-12 system with colleges, universities, and institutes, Open Learning Agency sites, libraries, museums, and science and cultural sites.

Public Service Training Program (PSTP)
This Vocational Rehabilitation Services program helps persons with disabilities compete in the labour market by providing on-the-job training in provincial ministries. Work terms are usually six months and trainees are paid a bi-weekly wage, half of which is reimbursed by MAETT.

Recipients (Skills Development)
All individuals who are in receipt of benefits provided under the *BC Benefits (Income Assistance) Act*, the *BC Benefits (Youth Works) Act*, and the *Disability Benefits Program Act*.

Student Financial Assistance (SFA)
Refers to financial assistance provided to post-secondary students (e.g., see B.C. Student Assistance Program).

Student Summer Works (SSW)
Student Summer Works 1997 is an employment and training program for secondary and post-secondary students. It provided full-time employment opportunities for 3,300 students between May 1 and September 1, 1997. The program reimbursed employers a portion of the students' wages to a maximum of four dollars per hour for a minimum of 150 hours of employment.

Training Assistance Benefits Program (TAB)
This program provides direct educational costs (non-repayable grants) for Youth Works and Welfare to Work clients, who are in upgrading at a public post-secondary institution, in order to move them into the work force or to assist them to pursue further post-secondary training (e.g., academic upgrading, basic literacy, and pre-vocational training).

Training Program for Disabled Persons
Provides wage subsidies to employers for hiring and training people with disabilities. Eligible persons are persons with disabilities who have work skills and are likely to become gainfully employed.

Transferability
The ability to transfer credit for courses or programs from one institution to another throughout the province.

University Colleges
University colleges offer the complete range of courses, programs and services provided by the community colleges, along with third- and fourth-year university-level studies leading to a baccalaureate degree.

University Eligibility
Graduation with a grade point average (GPA) of at least 2.5 (A=4; B=3; C+=2.5; C=2; C-=1). This GPA is calculated by averaging a student's marks in English 12 and his/her three other highest-graded Grade 12 courses. University eligibility is a measure of demand, not accessibility, and is not a formal qualification.

Vocational Programs
This term generally refers to trade-oriented programs of less than 12 months' duration, usually leading to a certificate, but does not include apprenticeship programs.

Vocational Rehabilitation Service (VRS)
Vocational Rehabilitation Services ensure that people with permanent mental or physical disabilities have access to training, education and employment opportunities. Services to people with disabilities are provided through four programs:

1) Direct Services: VRS consultants work directly with clients to develop an individual rehabilitation plan.
2) Community Programs: dependent on partnerships with community groups which provide assessment, counselling, technical aids, restorative goods and employment placement.
3) Public Service Training Program: addresses barriers to employment faced by people with disabilities by providing workplace training in the provincial government. The program also creates greater awareness among employers of the value of hiring people with disabilities and encourages their continued employment in the public sector. The initial training period is usually six months and can be extended for up to another six months.
4) Training Program for Disabled Persons: involves placement with an employer who can provide ongoing monitoring and support services as required.

Welfare
See Income Assistance

Welfare to Work (WtW)
A program for adult income assistance clients aged 25-59, who are in job search or are eligible for job readiness, education or training programs. Included are employable singles, couples, two-parent families and single parents with their youngest child age seven or older. Excluded are single persons with children under the age of seven, persons who are designated as special needs or temporarily excused from seeking employment, hardship cases and immigrants.

Work Experience
An opportunity for a participant to take a training position at an eligible employer's work site, performing some of the tasks of a specified job. Such opportunities normally last from a minimum of two weeks up to a maximum of twenty weeks. Participants may have more than one work experience during a project.

Workplace-based Training Program (WBT)
This program places Youth Works and Welfare to Work clients into employment positions that will provide training, work experience and the prospect of long-term employment. WBT is also aimed at developing a training culture by upgrading the skills of the employer's existing work force. Employers who hire and deliver on-the-job training may claim funding to offset training costs. Between 50 and 100 per cent of training credit funds must be spent on training participants, and up to 50 per cent may be used to upgrade the skills of existing employees. Employers are required to employ the participant for at least one year and pay the full wages or salary. WBT is also developing equity pilot programs in each region. The purpose of the pilots is to test program modifications to ensure more difficult equity client groups can be served through the mainstream WBT programs.

Youth Options BC
A comprehensive series of youth employment and skills training programs delivered through a combination of public, private sector and community resources. Programs provide youth with the skills, experience and opportunities needed to obtain entry-level, high-quality jobs.

Youth Works Program (YW)
This program is for youth aged 19-24 receiving Youth Works benefits who are in mandatory job search or eligible for job readiness, education, or training programs. Included are employable singles, couples, two-parent families and single parents with their youngest child age seven or older. Excluded are single persons with children under the age of seven, persons who are designated as special needs or temporarily excused from seeking employment, hardship cases, and immigrants.

Appendix 2: Program Tables

Description of Skills Development Division Programs

PROGRAM/SERVICE	DESCRIPTION	WHO IS ELIGIBLE
Industrial Adjustment Service (IAS)	Helps businesses and workers' communities establish committees made up of employers and employees to develop a plan to address problems and provide solutions. Provides participants with human resource planning and skills development.	Communities and major employers facing major lay-off, shut-down, or restructuring.
Industry Training and Adjustment Programs (ITA)	Works closely with individual businesses, workers, industry associations, unions, and communities to establish adjustment strategies that anticipate and respond to changes in the workplace.	Phase 3 YW/WtW clients, employed people, job-threatened workers, recently displaced workers, and those wishing to enter the labour force.
Training Program for Disabled Persons	Provides wage subsidies to employers for hiring and training people with disabilities.	Persons with disabilities who have work skills and are likely to become gainfully employed.
Vocational Rehabilitation Services	Provides counselling, planning, financial assistance, training, referral services, prosthetics, and workplace modifications.	Persons with disabilities who are likely to become gainfully employed.
Student Summer Works	Provides summer employment and training programs for students, particularly in the science and technology sectors.	Secondary and post-secondary students.
Youth Works (YW)	Guarantees youth on income assistance with the training and skills needed for employment in B.C.'s changing economy to help them form long-term attachments to the labour force.	Unemployed young people aged 19-24 who are receiving income assistance from the Ministry of Human Resources.
Welfare to Work (WtW)	Provides adults on income assistance with the training and skills needed for employment in B.C.'s changing economy to help them form long-term attachments to the labour force.	Unemployed adults aged 25 or more who are receiving income assistance from the Ministry of Human Resources.
YW/WtW Independent Job Search (IJS) Phase 1, Employability Program	Provides information packages and sessions on conducting an effective job search, accessing community resources for jobs and training, and self-assessment and career planning.	Persons receiving YW/WtW benefits in the first seven months who have been conducting an active, independent job search.
YW/WtW Assisted Job Search Phase 2, Employability Program	Offers various employment programs and services for YW/WtW benefit recipients, including job search programs, group career planning, group assessment, entrepreneurial activities, volunteer activities, and Workplace-Based Training program.	YW/WtW benefit recipients who have completed a seven-month independent job search. Employable YW clients are required to participate. WtW clients may participate subject to program space.
YW/WtW Employability Program Phase 3, Employability Program	Provides various programs designed to help YW/WtW clients to become employable and enter the workforce, including Community Employment Training, At Risk Minors' Services, Bridging program, Incentive program, and Basic Education.	YW/WtW clients who have been receiving benefits for over nine months. Employable YW clients are required to participate. WtW clients may participate subject to program space. Specific eligibility requirements vary amongst the different programs.
Workplace Based Training (WBT)	Provides employers with a training credit to offset the cost of training YW/WtW clients.	YW/WtW benefit recipients who have completed a seven-month independent job search. Employable YW clients are required to participate. WtW clients may participate subject to program space.

Appendix 3: Financial Tables

Ministry Operating Grant Allocations to Post-secondary Education Institutions, 1996/97 and 1997/98 (Excludes Apprenticeship and Project Support)

INSTITUTION	1996/97	1997/98	% CHANGE, 96/97-97/98
B.C. Institute of Technology	75,904,272	76,566,568	0.87%
Camosun	30,482,509	30,768,445	0.94%
Capilano	23,168,063	23,423,065	1.10%
Cariboo	30,456,701	30,792,563	1.10%
College of the Rockies	10,688,966	11,153,122	4.34%
Douglas	32,270,375	33,135,709	2.68%
Emily Carr	7,688,696	7,782,302	1.22%
Fraser Valley	22,458,727	22,789,996	1.48%
Institute of Indigenous Govt.	850,000	940,000	10.59%
Justice Institute	3,669,729	5,163,770	40.71%
Kwantlen	36,479,192	37,098,706	1.70%
Langara	25,081,825	26,305,565	4.88%
Malaspina	29,030,345	29,850,495	2.83%
New Caledonia	18,245,129	18,622,249	2.07%
North Island	12,680,460	14,217,386	12.12%
Northern Lights	11,743,789	12,113,987	3.15%
Nicola Valley	1,481,263	2,231,264	50.63%
Northwest	10,984,614	11,136,408	1.38%
Okanagan	34,022,200	34,342,272	0.94%
Open Learning Agency	22,425,722	20,055,722	-10.57%
Selkirk	16,974,739	17,340,261	2.15%
Vancouver	40,549,633	41,049,162	1.23%
Sub-total	497,336,949	506,879,017	1.92%
University of British Columbia	278,752,461	278,048,759	-0.25%
Simon Fraser University	120,108,580	119,836,379	-0.23%
University of Victoria	99,899,378	99,840,149	-0.06%
University of Northern B.C.	25,034,153	25,029,285	-0.02%
Royal Roads University	3,750,000	5,250,000	40.00%
Technical University of B.C.	850,000	2,800,000	229.41%
Sub-total	528,394,572	530,804,572	0.46%
TOTAL	1,025,731,521	1,037,683,589	1.17%

Note: College and Institute Grants include:

- All FTE related grants, rural teacher education, non-formula support, pay equity, equipment replacement and tuition compensation.
- For 1996/97 and 1997/98 the Learning Partnership Envelope, the Learning Highway and Technology Innovation Envelope and the Labour Adjustment Envelope, and for 1997/98 the Alternative Delivery Envelope.

University Operating Grants include:

- All FTE enrolment and teacher education grants, equipment replacement, pay equity and tuition compensation.

Program Expenditures – Skills Development Division

EXPENDITURES ($ MILLIONS)	1996/97		1997/98	
	REVISED BUDGET	ACTUALS	REVISED BUDGET	ACTUALS
PROGRAMS				
Vocational Rehabilitation Services	12.99	11.96	12.99	10.99
Industry Training and Adjustment	7.02	5.15	4.27	3.86
Youth Works/Welfare to Work	91.63	77.28	80.45	72.19
Student Summer Works	6.50	5.21	5.95	5.82
Opportunities 96	0.00	0.15	—	—
TOTAL PROGRAMS	118.14	99.75	103.66	92.86
PROGRAM MANAGEMENT				
Skills Program Management	35.10	30.57	29.13	25.72
TOTAL PROGRAMS MANAGEMENT	35.10	30.57	29.13	25.72
TOTAL SKILLS DEVELOPMENT DIVISION	153.24	130.32	132.79	118.58